

UNIVERSAL
LIBRARY



125 426

UNIVERSAL
LIBRARY

Personnel Policies

for

SCHOOLS OF THE FUTURE

Report of the Washington Conference

Washington, D. C.

June 25-29, 1957

*National Education Association of the
United States. National Commission
on Teacher Education and Professional
Standards*

Sponsored by the

NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, N. W. Washington 6, D. C.

COPYRIGHT 1957

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

\$2.00 per copy

Discount on quantity orders

Foreword

The Washington Conference represented the first step toward detailed spelling out of the goals identified by the Parkland Conference (held in June, 1956) in four major areas in the Professional Standards Movement. The Parkland Conference sought only to identify goals in these four areas which the profession should strive to achieve in the next decade and did not undertake expansion of the content. The four problem areas in which the Parkland Conference identified major goals to be achieved were "The Selective Processes for Prospective Members of the Profession," "The Teacher Education Program," "The Licensing of Members of the Profession and Accreditation of Institutions Preparing Them," and "Personnel Policies for Permanent Members of the Profession." The Washington Conference undertook to develop Problem Area IV, under the general theme of "Personnel Policies for Schools of the Future."

The basic purpose of the Washington Conference was informational rather than to develop actual codes of personnel policies. It attempted to establish sound bases for the development of personnel policies and to identify the essential elements in good policy statements. As general background for achieving the above purposes, the Conference sought to bring into perspective certain important factors: The sweep of drastic changes which are projected for our technology and our society in the immediate future; the implications of these changes for education; the meaning of competent teachers for the type of schools we must have in the future; and the role of personnel policies in getting and keeping such teachers.

The conference study groups gave consideration to three major problem areas: (1) "Bases for Developing Sound Personnel Policies and Practices"; (2) "Personnel Policies and Practices Which Encourage and Stimulate Professional Performance"; (3) "Personnel Policies and Practices Which Stimulate and Encourage Professional Growth."

General session addresses dealt with general background materials, while analysts' addresses dealt with the specific problem areas, thus providing a wide diversity of viewpoints for consideration of the

Conference. The viewpoints expressed in these addresses, naturally, reflect the thinking of the respective speakers and do not necessarily represent policies of the Commission.

Three types of reports were planned for the Conference. The reports of the eleven study groups within each unit were unified through the work of the chairmen of these groups, under the direction of a Unit Chairman, assisted by the Conference Editing Committee. Thus, the 33 study groups produced three unified reports, one for each problem area, which were mimeographed and distributed to participants under the title of "Tentative Report of Study Groups." Two Conference Reporters were chosen in advance to write the official report of the Conference, as they were able to sense the consensus and recommendations of the respective study groups and from their own background of wide experience and knowledge in the field of personnel administration. These Reporters were Wendell H. Pierce, Assistant Superintendent of Schools, Cincinnati Public Schools, and George B. Redfern, Director of Personnel, Cincinnati Public Schools. Ruth A. Stout, Director of Field Programs, Kansas State Teachers Association, served as Chairman of the Conference Editing Committee and was selected to write the narrative report of group deliberations, which was gleaned from examination of the reports of the 33 study groups on each of the three problems. In addition, a Conference Highlighter summarized some of the significant implications of the Conference. All of these reports are published herein.

The Commission desires to acknowledge its indebtedness to those who undertook writing assignments in connection with the reports and addresses, as well as to the respective unit chairmen, the group chairmen, group recorders, and the Editing Committee, which unified the various group reports into one report. The Commission also acknowledges the work of the members of its staff, who largely prepared the materials for publication—Richard M. Carrigan, Geraldine E. Pershing, Vivian Steed, Edna Frady, and Margarite Galbraith.

As with previous reports of its annual national conferences, the Commission hopes this book will find wide use by state and local TEPS commissions in conferences, and that it may be found useful in pre-service teacher education programs.

T. M. Stinnett
Washington, D. C.
November, 1957

Table of Contents

	<i>Page</i>
Foreword	iii
 PART 1: THE WASHINGTON CONFERENCE REPORTS	
Conference Report, <i>Wendell H. Pierce</i> and <i>George B. Redfern</i>	3
Report of Conference Study Groups, <i>Ruth A. Stout</i>	23
Something of Significance, <i>Milson C. Raver</i>	33
 PART 2: IMPLICATIONS FOR PERSONNEL POLICIES	
Where Education Begins—A Dialogue on Education and the Making of Tomorrow, <i>Norman Cousins</i> and <i>Martha A. Shull</i>	43
The Goal of Personnel Policies, <i>L. D. Haskew</i>	68
The Next America, <i>Lyman Bryson</i>	76
 PART 3: OVERVIEW OF CONFERENCE PROBLEMS	
PROBLEM AREA I	
BASES FOR DEVELOPING SOUND PERSONNEL POLICIES AND PRACTICES	
The Role of Personnel Policies in Improving the Quality of Teaching Services, <i>Charlotte P. Richards</i>	91
PROBLEM AREA II	
PERSONNEL POLICIES AND PRACTICES WHICH ENCOURAGE AND STIMULATE PROFESSIONAL PERFORMANCE	
Analyst's Address, Unit A, <i>Ernest W. Cobe, Jr.</i>	105
Analyst's Address, Unit B, <i>Ellis C. Maxcy</i>	119
Analyst's Address, Unit C, <i>Everett N. Luce</i>	127
PROBLEM AREA III	
PERSONNEL POLICIES AND PRACTICES WHICH STIMULATE AND ENCOURAGE PROFESSIONAL GROWTH	
Analyst's Address, Unit A, <i>T. Edward Rutter</i>	137
Analyst's Address, Unit B, <i>Thomas E. Robinson</i>	142
Analyst's Address, Unit C, <i>Clarice Kline</i>	152
 APPENDICES	
Selected Bibliography	163
List of Participants	167

Part 1

*The Washington Conference
Reports*

If personnel policies are consistent with the unique function of education in a democratic society, they will be specifically adapted to the community in which they are to be used, and they will emphasize the worth and dignity of the individual. —Stout.

The place where good personnel policies emanate is at the local school level. . . . A representative working group is organized to do the work, and the steps which must be taken are as follows:

1. Appraise the "educational climate" in the local community to evaluate the readiness of the school system to embark upon a program of personnel policy development.
2. Review minutes of the board of education and bring together all existing policy statements which relate to personnel practices.
3. Study personnel policies of other school systems.
4. Establish procedures and a plan to develop the personnel policies.
5. Develop tentative policies.
6. Set up a plan whereby tentative policies can be reviewed by the staff.
7. Revise tentative plans for final form.
8. Devise administrative procedures to put the personnel policies into action.
9. Provide for continuous re-evaluation of the policies.
10. Integrate the adopted personnel policies into the total program of personnel administration of the school system.

—Pierce and Redfern.

Conference Report

WENDELL H. PIERCE

*Assistant Superintendent
Cincinnati Public Schools*

and

GEORGE B. REDFERN

*Director of Personnel
Cincinnati Public Schools*

INTRODUCTION

MANY forces are at work in present-day society which have important implications for schools and for those who teach in them. There are also changes which will come about as the future brings new conditions and makes new demands upon schools. A sensitivity to the needs of society, a readiness to adjust to changing requirements, and a willingness to try new methods in the education of young people are obligations which schools cannot or should not avoid.

Schools are, of course, essentially people—those who teach and those who learn. The manner in which schools are organized and in which learning is conducted determine, in large measure, the effectiveness of the educational service provided children. Also, the conditions under which teachers work, as well as the interpersonal relationships which prevail, affect the quantity and the quality of educational service. It is concern for these factors that justifies the effort to promote better personnel policies and procedures. This report is concerned with ways and means to provide more effective personnel policies for schools of the present, as well as for the future.

As the requirements made of teachers become more rigorous, a greater premium is placed upon the importance of having better personnel policies and procedures. Some of the forces in society that are making teaching more difficult are population growth and mobility, technological developments, manpower shortages, complexities in urban life, money and tax matters, international problems and tensions. Schools are directly and indirectly affected by these forces and many others.

This report is an attempt to synthesize some of the ideas and attitudes drawn from the NCTEPS Washington Conference on personnel policies and practices and to relate these ideas to the roles various groups will be obliged to play in the professionalization of teaching. Efforts in this direction are especially pertinent in light of many current domestic and international problems and the role education must play in their solution. This report considers ways and means for dealing with the following problems:

1. The demands society makes upon our schools today and will likely make in the future.
2. The role schools and teachers must play in meeting these demands.
3. The nature of sound personnel policies.
4. The role various agencies of the school (board of education, teachers, the professional and teacher education institutions) must assume in developing sound personnel policies and procedures.
5. The nature of sound personnel administration.

SOCIETY TODAY AND TOMORROW

Population growth is one of the more important factors which affect schools today and will continue to do so in the future in even greater degree. In President Eisenhower's economic report transmitted to the Congress, January 23, 1957, an examination was made of some of the population problems which will likely emerge during the next ten years:

Before and shortly after World War II, the consensus of experts was that the population of the United States would grow more and more slowly, reach a peak within a few decades, and then begin to decline. Actually, the population has grown in the last ten years at more than double the rate that prevailed in the 1930's. There have also been notable and diverse changes in the rates of population growth in different sections of the nation. These changes and the increase in total population have already exerted profound influence on our economy. New challenges will arise in the future when the sharp increase in the number of births since 1940, and especially since 1946, is reflected in the size of significant age groups. The number of young people reaching their eighteenth birthday in the mid-1970's will be nearly double what it was in 1956. The population of college age can be expected to increase by something over 60 percent by 1970. . . .¹

¹*Economic Report of the President*, Transmitted to the Congress, January 23, 1957 (Washington, D. C.: U. S. Government Printing Office, 1957), p. 69.

The remarkable increase in population during the last ten years has had a major influence upon the living habits of people. Concentration in large urban centers, housing shortages, commuting to and from work, traffic congestion—these and many other problems of modern living have marked effects, directly and indirectly, upon schools.

Mere increase in population, however, is overshadowed by difficulties that arise due to the mobility of the population. Since World War II, the movement from rural areas to urban centers, from one city to another has caused many social and economic dislocations which affect schools. The mobility of people goes on also within a city. People move from one section to another, from one suburb to another where opportunities and advantages seem more inviting. The fast growth of suburban communities surrounding the urban core of the city is a phenomenon of the last decade. As "suburbia" develop rapidly, those who seek the privacy and freedom of suburban living oftentimes find that many of the services and facilities to which they have been accustomed are not available to them. Suburban communities often find it difficult to provide such services as a good water supply, well-paved streets, adequate fire and police protection in the same quantity and quality as may be found in the large city which they surround. Often their schools are overtaxed for classroom space and are inadequate in tax revenue due to a tax base which fails to meet their needs.

A marked change has taken place, too, in the work habits of people. Mechanization has affected both the factory and the office and has necessitated greater specialization among workers. Keen competition for personnel has resulted, and to secure a sufficient number of highly trained workers fast enough to meet demand is a perplexing problem for all employers. As the need for highly qualified and technically trained workers has greatly increased, schools have had to increase emphasis on science and mathematics in the educational programs of young people.

Since World War II, in order to cope with an increased need for more highly trained workers, schools have been hard pressed to graduate enough adequately trained young people to meet the demand. Schools are coming to see that it is necessary to identify earlier those boys and girls who have special talents so that their skills and abilities can be developed more nearly to their capacities. The need to upgrade

workers of all classes is becoming recognized as a necessity. Schools are becoming more conscious, too, of the need to develop programs of instruction which will better utilize the talents and skills of minority groups so that they may find employment in jobs of higher skill and not be relegated to menial tasks far below their full potential.

Domestic problems are not the only ones which affect our schools. International relations and conditions abroad have their impact upon life in our country. Following World War II, the United States was thrust into the foreground as the leader of the Free World. This has not been an easy role, especially as the power and influence of the Communist bloc of countries have grown and expanded. The cold war has put many pressures on life in this country. The need for highly competent leaders in politics, business, finance, industry, and other phases of our social and economic life has increased greatly in the last decade. It is natural that our schools are being called upon to educate young people who can fill places of leadership to give this country the capacity to meet the challenge of leadership of the Free World. Our educational leaders are becoming increasingly aware of the need to study critically the capacity of our schools to meet the challenges which a complex society at home and abroad are requiring.

Role of the School

It is rather generally agreed that the struggle between the nations of the Free World and the Communist-dominated countries must ultimately be won at the level of the mind and the heart. Nuclear warfare can destroy not only our adversaries but may also obliterate civilization as we know it. The more decisive battleground in the struggle between democratic and communistic countries is in the realm of education. Reports from Communist countries indicate that the leaders of those countries understand full well the need to organize their schools to achieve the intellectual and technical superiority of the world. Every effort is made to identify as early as possible those young people who show promise of becoming highly skilled and technically trained workers and professional people. Financial support is given to these young people and rigorous training is provided for them. They are expected to devote themselves diligently to a program of education which will produce highly competent, technically trained workers. Going to school is regarded as a "job" and an obligation of citizenship.

In the United States there is not quite the same sense of urgency and

regimentation in the education of young people that there is in Communist-dominated nations. While compulsory school laws keep our young people in secondary schools until well past their middle teens, there is a great deal of freedom allowed in the choice of subjects they may take and the vocational choice they make. There are more leisure-time aspects in the education of our young people than in many other countries. Going to school, it is felt, should be "fun" as well as work. Little attempt is made to force a young person to choose a certain kind of vocation or become merely an instrumentality of the state in fulfilling his educational obligation.

It is by no means being contended that this country should adopt autocratic educational procedures frequently found in Communist-dominated countries. What is being suggested is that our schools must identify earlier and more systematically those children who have special skills and abilities. Once identified, every effort should be made to help these young people get the best of training. Schools of tomorrow must provide better and more reliable information about the potentialities of the child. This should be followed with a program of education which will meet his needs and help him grow to a place where he can achieve more nearly his maximum capacity.

There are some basic lessons which young people must be helped to learn. One of them is the ability to think and to adjust knowledge to the changing times. The importance of this need was emphasized by Norman Cousins in his Keynote Address to the Washington Conference:

... the main task of the school today is to make its students aware that they will have to be on their own so far as the most essential part of their education is concerned. The contours of knowledge, both general and professional, are changing so fast in our time that a school can consider itself successful in direct proportion to its ability to prepare its students for gaining the larger part of their education on their own, and for keeping their intellectual inventory current. This means the individual must be prepared to accept the responsibility himself for revising and revamping his knowledge as he goes along. . . .²

Another basic lesson to be learned is the ability to live and to work together. The mobility of population brings together people with diverse ways and backgrounds. For example, it is not always easy for people who have lived in remote mountain areas to adjust to the

²Excerpt from Norman Cousins, "Where Education Begins," Keynote Address delivered before the Opening General Session of the Washington Conference, June 25, 1957. See p. 64.

conditions of life in a large city. Finding adequate housing, getting a good job, fitting into the social and religious life of the community are tasks of considerable proportions when people find themselves in a strange place very unlike what they have been used to. During this adjustment period, the problem of developing good human relations in their daily lives is no small task. The school is one of the primary institutions which has a responsibility to help resolve the problem of good human relations.

A third lesson to be learned is the better use of leisure time. As automation and other changes in the work habits of individuals occur, more leisure time is created. A wise use of this leisure time is highly desirable, and schools have a part to play in helping individuals to use constructively the leisure time they are provided by labor-saving devices.

Problems incident to population increase, complexities of present-day living, and world tensions will not be resolved during the next decade, or perhaps even in the next two decades. What seem to be emergency situations today can well become the commonplace and the accepted way of doing things in the future. Schools will be expected to meet the challenges which the future will require.

The most important way to improve educational service is to improve teaching. Better teaching is achieved only by better teachers who are more competently trained and better able to understand the nature of the learning process and who have a deeper understanding of children themselves. Equally important is the necessity of teaching children to understand the nature of the society in which they live and to become more skilled in performing the work that must be done. These tasks inescapably become the major responsibility of our schools.

Role of the Teacher

The individual teacher is the key to better and more effective education for children. This seems to be a self-evident and commonplace observation. However, the full implication of its meaning has not always been fully understood by educators. During the last 50 years, many and sometimes devious paths have been followed in quest of better schools. These endeavors have been in the attainment of better buildings, more equipment, and better supplies in an attempt to improve the educative process. These quantitative improvements have made a constructive contribution to the educational service which schools provide.

Another pathway to improved educational service has been in the expansion of special services, such as psychological and counseling assistance, health and hygiene facilities, a more realistic and professional approach to school attendance problems. These and other specialized services have certainly improved the quality of education.

In the final analysis, however, the real test of the quality of education is in effective teaching. It is in that complex and subtle daily relationship which takes place when a learner meets the teacher. Many lay citizens are apt to assume that the teaching process is a relatively simple one: If the teacher has a good college education, i.e., if he is "well-grounded" himself in the subject matter he teaches, all else is rather simple.

The more educators study the learning process, however, the more they become certain that good teaching is a composite of many and varied elements. The influences and motivations which have to be brought to bear upon the learner are many. There is no ready-made formula for learning. Those who teach are becoming more and more certain that their job is one that requires a more professional approach. The teacher who views his job as a profession never ceases to analyze and study the nature of the learning process, consistently tries new ways to teach, and continuously evaluates the results he achieves.

Learning is a complicated process and only by bringing together the learner and the teacher in a more skillful manner is the educative process better achieved. This becomes even more complicated when it is realized how varied are the teaching situations in which teachers teach. From a one-room school in a rural area to a crowded classroom in a congested, under-privileged section in a large city; from a class of effervescent kindergarten children to a class of older slow-learning children; from a first-grade class where reading skills are being taught to a class in auto-mechanics in a vocational high school—these are the ranges of diversity in teaching. Large city school systems have as many as a hundred different types of teachers.

Not only are there many kinds of teaching positions, but teachers are being asked to assume many additional responsibilities which formerly were done in the home, church, and other community agencies. This has come about largely because social and economic forces in our society have tended to make the school the primary agency for integrating the many and varied influences and experiences

which confront children in a complicated industrial society. Teachers, of course, are ultimately the ones who have to take on the extra responsibilities which the school feels it cannot avoid. Some raise the question of whether the school can go on continually assuming more and more duties once performed by the home, church, or social agencies. The answer is that the challenge of tomorrow can best be met by a re-examination of the duties which the school, home, church, and other agencies can best provide, with a determination that a more cooperative and coordinate relationship among these agencies should be brought about.

The significant point that must not be overlooked is that whatever the school agrees to do as its share in preparing youth for the world of today and tomorrow, it is the teacher who will shoulder the responsibility. Ernest W. Cabe, Jr., underscores this point forcefully in discussing personnel policies which encourage and stimulate professional performance:

Education, with its soaring aims that reach the sky, with its curriculum that encompasses everything and invites even more, with its promise of world salvation, is still a job that must be performed by teachers. Whether we like it or not, the heady wine of public education must be poured from these earthen vessels.³

Earthen vessels they are, because teachers come from all walks of life, from all economic levels. They come with diverse backgrounds but with ambition and drive to serve in a vital way the cause of education. Many of them give to their teaching a zeal and devotion far beyond what might be reasonably expected. Yet, as the tasks of teaching increase in scope and intensity, it becomes more and more pertinent to ask how can the thousands of teachers in the United States be justly compensated for their services. Compensation needs to be in terms of ego satisfaction and recognition as well as in terms of monetary reward.

There is no simple, easy solution to the problem of giving teachers the quantitative and qualitative compensations due them. But, the difficulty of the task should not prevent boards of education, school administrators, and citizen groups, or the general public, from tackling the job. One way to begin, at least, is to take a look at the way schools are organized and to re-examine the administrative rules and regula-

³Excerpt from Ernest W. Cabe, Jr., "Analyst's Address, Unit A" (Problem Area II), delivered before the Washington Conference, June 26, 1957. See p. 106-107.

tions which directly affect teachers. What are the personnel policies and procedures of the school? Are they well developed; do they facilitate the work of the teacher; do they contribute positively to his morale and well-being? Are rules and regulations made to help teachers or to hinder them? It would be an over-simplification to hold that good personnel policies and procedures are the answers to all the needs of teachers, but they are central in the quest for an answer to the question of how can the service of teachers be better compensated.

DEVELOPMENT OF SOUND PERSONNEL POLICIES

Rules and regulations must be established in the orderly administration of schools. The larger the school system becomes, the more voluminous and complicated these rules and regulations become. What is the process by which boards of education and administrators develop policies, rules, and regulations? There is a wide variety of practice throughout the United States. But, whether the school system is large or small, rural or urban, well or poorly organized, there must be some criteria by which the soundness and desirability of the rule or regulation can be tested. While the ultimate responsibility for the adoption of the policy or regulation rests with the board of education, school administrators, teachers, and any others who have responsibility for educational leadership should be guided in their deliberations by sound "ground rules" for policy-making and procedure-determination.

Some of the criteria which may be helpful to this end are as follows:

1. Does the policy have a positive, wholesome effect on teachers? Will it facilitate their work and help make their service to children better?
2. Is the policy consistent with the philosophy of the school system?
3. Is the policy based on sound human relations principles?
4. Is the policy based on the best evidence and research in the field?
5. Can the policy be administered fairly to all personnel?
6. Does the policy permit the teacher to be treated as a truly professional person?
7. Does the policy grant privileges comparable to those granted in other similar school systems?
8. Does the policy clearly distinguish between "rights" and "obligations"?

9. Is the policy written, and is it accessible to those who are affected by it?

10. Are there adequate administrative procedures for carrying out the policy?

11. Is it clear who will administer the policy, and do teachers understand to whom they should turn for information about it?

12. Is the policy being developed cooperatively?

13. Is there provision whereby the policy can be altered as changing situations require?

14. Is the policy legally sound in accordance with the school laws of the state?

15. Are there provisions for the continuous interpretation of the policy to the staff and to the public where the latter is concerned?

These criteria can be amplified and adapted to the needs of individual school systems. There is, however, the further consideration of who has the responsibility for putting into action the necessary operations to accomplish good policy-making and procedure-development. It is necessary to define the roles of the various persons and groups who have responsibilities to perform in the development of personnel policies and procedures. In defining these responsibilities, there are some basic considerations which apply:

1. Leadership basically rests with the administrator and, in particular, with the superintendent.

2. Because administrators must make judgments in carrying out regulations, they should be individuals who are sensitive to the need for change and who make it possible for a continuous surveillance of existing policies to see that they are up-to-date and useful in purpose.

3. Current personnel practice in a particular school system should compare favorably with that in comparable school systems.

4. Administrators should be sensitive to the needs of the staff and should be aware of those factors that are disturbing to the staff or which cause dissatisfaction.

5. Administrators should be able to clarify obligations and responsibilities of various staff members. Duties and functions should be clearly defined.

6. Provision should be made to administer policies and regulations in an expeditious, courteous manner. Good communication is an imperative.

7. Staff members must be involved in the process of the development and revision of policies.

These are some general criteria for personnel policy-making. They are a part of good school administrative practice. The responsibilities of various groups and persons in the administrative organization of the school system are outlined below.

Role of the Board of Education

The board of education is the policy-making body of the school system. Its role, in establishing policy and in pointing out the direction the schools shall take, is basically significant. It is obvious that lay citizens who serve on boards of education, even though sincerely dedicated in their desire to provide the highest quality of education, are busy people and often cannot give the time and effort to the development of personnel policies themselves. It is not necessary that they should engage in the direct process of policy-making. This is a task for the staff. After the policy or procedure is developed, however, it is the responsibility and obligation of the board of education to review it and to see if it corresponds with the basic philosophy of the school system and if it is likely to be a desirable policy or procedure. After due consideration, the board then gives its approval to the policy or procedure. Some of the questions board members should ask themselves as they review policy statements or proposed procedures are these:

1. Will the policy promote the program of the school system?
2. Is it consistent with the general philosophy of the school system?
3. Is the policy or procedure sound from an administrative point of view as well as in the best interests of teachers, parents, and pupils?
4. Is it an equitable and fair policy or procedure?
5. Is it consistent with good principles of human relations, contributing to the general welfare of those affected by it?
6. Can the school system afford the cost in money and effort?
7. Can the administration of the policy be effective?
8. Was the policy or procedure cooperatively developed by the staff rather than arbitrarily "handed down" by the administrators?
9. Is the policy or procedure well developed and stated so that minimum misinterpretation will result from its implementation?
10. Is there provision for flexibility so that it can serve in unusual situations as well as under normally routine circumstances?

11. Is the policy or procedure consistent with state law as well as with the basic rules and regulations of the school system?

Boards of education need to use this kind of analysis in reviewing personnel policies and regulations in order to fulfill their obligation as the guardians of the professional interests of teachers, parents, and pupils. In so doing, they are also best serving the interests of education generally.

A further advantage in having the board of education perform this responsibility in personnel policy-making is that board members are better able to "keep abreast of the times" in good school administration and are more likely to be in the vanguard in the effort to have forward-looking personnel policies and procedures for the school system.

Role of the Teacher

It is not uncommon for teachers to complain about the unfairness of school policies and regulations or to indicate a general lack of understanding of what the school's rules and regulations are. Many teachers even feel that they have little or no responsibility in the development of policies, especially personnel policies. They are inclined to feel that it is the job of the administrative officials of the school and the board of education to make policies, rules, and regulations. They do not consider it their responsibility to share in personnel policy and procedure development. However, this is shortsighted and ill-advised because they are vitally affected by each policy or procedure developed. It would be far better for them to help make the policy or procedure reflect how they feel and believe. In this way it is more likely that the policy adopted will be more nearly one which will serve the best interests of all concerned. Such teacher interest and participation tends to break down the barrier which sometimes exists between teachers and administrators, between teachers and the board of education.

In joint teacher-administrator policy-making, certain guidelines are necessary. Teachers should apply the following criteria to the personnel policies and procedures which they are helping to develop:

1. Is the policy consistent with sound educational practices and objectives?
2. Will it be an effective policy?
3. Can it be adapted to varying situations that may arise?
4. Is it clear and concise? Can it be readily understood?

5. Does it respect the *rights* of those who will be affected by it?
6. Does it specify the *obligations* of those who will be affected by it?
7. Will it be likely to promote the professional welfare of teachers?
8. Are democratic procedures being employed in its development?
9. Will the policy or procedure be consistent with prevailing personnel practices in comparable school systems?
10. Does the policy specify who will administer it, and does it make it easy for the teacher to obtain clarification and interpretation of the policy?

These criteria are not inclusive but do represent the kinds of questions which need to be asked by those who develop personnel policies and procedures. Unless the policy can meet most of these tests, there should be some hesitancy in adopting it.

Role of the Profession

One of the often-heard remarks of teachers is that it is regrettable that the teaching profession has never been accorded the same kind of respect and regard by the general public as is given other professions. While there is considerable truth in this assertion, teachers in general have to assume some of the responsibility for this condition, if it does exist. One way to change this situation is for the profession to become more active in analyzing what are some of the ways to promote greater professional stature and solidarity. The development of sounder personnel policies and practices is a fertile area of endeavor. This promotion should be done at three levels—in the local community, at the state level, and by the national organization.

Local Level. The primary responsibility rests at the local level. Here the teaching profession can best assess local conditions and judge how fast policies can be developed. The local teachers organization is the agency that can best speak for teachers as a group, say what teachers want and what they believe is the best way to improve general working conditions. In order to fulfill its responsibilities in the development of personnel policies and procedures, the local teachers organization should:

1. Study local conditions carefully in order to determine what kinds of policies need development.

2. Facilitate and support staff participation in the development of the policies.

3. Promote a better interpretation and more widespread understanding of the policies after they have been developed.

4. Insist on the policies being written and easily accessible to those concerned.

5. Screen requests for special action which may emanate from specialized or prejudiced interests.

6. Insist on policies which will treat people fairly and justly.

7. Insist that good human relations be one of the prime considerations in policy development.

8. Stand for policies which clearly distinguish between the *rights* and *obligations* of individuals so that teachers can better understand that privileges carry responsibilities.

State Level. In general, education is legally the responsibility of the state, and consequently most states have well-defined laws and regulations which establish certain limitations on educational practices in the local community. State school codes, therefore, have to be studied and interpreted to local teachers organizations to guide them in their conduct in promoting policies and practices at the local level. This is the major responsibility of the state organization of teachers. This professional agency performs a great service to teachers at the local level when it:

1. Promotes and encourages the development of written policies and procedures at the local level.

2. Gives advice and offers suggestions as to how local teachers can best serve in the endeavor.

3. Prepares materials on the meaning of the law as it applies to personnel policies and practices.

4. Holds workshops and conferences dealing with techniques for the development of written policies.

5. Prepares manuals and handbooks which give teachers help in policy-making at the local level.

6. Studies the need for certain policies and practices and takes the initiative in keeping teachers informed concerning these needs.

National Level. The teaching profession has come to look upon the national organization as the major source of help and guidance in the

promotion of practices which will advance the cause of education and raise the teaching profession to a higher level of performance. The national organization can provide the help best because it has over-all facilities for research and leadership. It has the advantage of being in a position to see the needs of the profession from a national point of view. It can best reflect the attitudes and feelings of teachers as a nationwide group. Even though there is a wide variety of school systems in the country, and even though personnel policy-making is a distinctly local problem, there is a kind of help which the national organization can give which will be very important and useful to the profession, both at the state and local levels. Some of the ways in which this help can be given are as follows:

1. Collect samples of effective personnel policies and practices which are in operation in various school systems and lend these to local school systems.
2. Conduct research in the area of personnel policy-making and report trends in changes in personnel policies and practices which are taking place throughout the country.
3. Evaluate existing personnel policies from the standpoint of whether they promote sound professional practice.
4. Hold conferences and workshops which deal with techniques for the development of sound personnel policies.
5. Prepare manuals and handbooks on personnel policy-making for distribution to local and state organizations.
6. Interpret, from a national level, the implications of state and national laws which affect the welfare of teachers.

Role of Teacher Education

Teacher education, both at the undergraduate and graduate levels, has not generally seen itself as an active participant in the development of personnel policies and practices. This may have resulted from a belief that this type of activity falls outside the normal function of teacher education which is to prepare young people for teaching. Yet, it cannot be denied that undergraduate and graduate colleges of education have resources and talent which would be useful and stimulating to teachers and administrators in personnel policy-making.

It is in the preparation of teachers that many of the attitudes toward the profession are formed. It is here that a teacher candidate can come to understand how important are the policies and practices of the school

system in facilitating or hindering the teacher in his performance. Most of all, the teacher can be helped to see better what his role should be in policy-making when he becomes a practicing member of the profession.

Teacher education colleges and universities come into contact with all levels of professional employees of school systems: teachers, principals, supervisors, superintendents, etc. Here is a force which can integrate the efforts of all these different levels of teaching personnel and can have a great influence upon a better coordination of the efforts of those who are engaged in personnel policy-making.

Teacher education institutions should offer their facilities to local school systems to facilitate personnel policy-making. Teacher education has a responsibility to:

1. Help teachers understand better their role and responsibilities in democratic school administration.
2. Help teachers see what their obligations are to professional organizations.
3. Emphasize the need for scientific research in the development of school policies and practices.
4. Stress the importance of good human relations in policy-making.
5. Conduct research which will be helpful in arriving at a better definition of the teacher's job. (Adequate compensation for teaching awaits this definition.)
6. Interpret the interdependence of the teacher and the administrator.
7. Help teachers become more competent and secure in various behavioral skills:
 - a. Making an effective impression in the employment interview.
 - b. Being a contributing participant in group discussions.
 - c. Being a competent leader of a group.
 - d. Becoming adept in oral communication.
 - e. Developing facility in written communication.
8. Sponsor in-service workshops and short-term courses which will help all professional employees increase their competence in behavioral skills.
9. Through courses and other means, explore the nature of a sound personnel program for a school system.
10. Emphasize the importance of written personnel policies.
11. Promote greater professionalization of teaching.

Implementation at the Local Level

The place where good personnel policies emanate is at the local school level. The working conditions under which teachers perform their duties and the organizational structure of the school system have to be studied and improved by staff members at the local level.

It is not sufficient for board members, administrators, and teachers to work independently and to develop their own concepts of responsibility in personnel policy-making. Instead, it is imperative that these professional groups join forces and work cooperatively to develop a more effective personnel program for the school system. It is probable, however, that the initiative is more commonly taken by administrative staff members. A representative working group is organized to do the work, and the steps which must be taken are as follows:

1. Appraise the "educational climate" in the local community to evaluate the readiness of the school system to embark upon a program of personnel policy development.
2. Review minutes of the board of education and bring together all existing policy statements which relate to personnel practices.
3. Study personnel policies of other school systems.
4. Establish procedures and a plan to develop the personnel policies.
5. Develop tentative policies.
6. Set up a plan whereby tentative policies can be reviewed by the staff.
7. Revise tentative plans for final form.
8. Devise administrative procedures to put the personnel policies into action.
9. Provide for continuous re-evaluation of the policies.
10. Integrate the adopted personnel policies into the total program of personnel administration of the school system.

SOUND PERSONNEL ADMINISTRATION

School systems vary in the extent to which they have developed effective programs of personnel administration. Many factors control the pace with which personnel policies and practices are adopted. The readiness of the staff to accept policies, the attitude of the board of education, the quality of leadership and imagination of the administrative staff, the interest and support of the community—all of these factors help to determine how far and rapidly the school can go in

adopting personnel policies and practices. This explains why school systems vary so widely in the progress they have made in achieving a sound personnel administration. It is an important consideration, also, in assessing the reasons why some school systems seem so backward and others so forward-looking in personnel policy development.

More important, perhaps, is the willingness of teachers, administrators, and board members to start where they are and develop a minimum personnel program initially and to expand as time and circumstances provide the opportunity. In undertaking to develop a sound personnel program, certain principles need to be considered:

1. Democratic practices in school administration must supersede autocratic processes. Administrators must have the insight and the faith to believe that sounder administrative practices can come about through the democratic process rather than by arbitrary "pronouncements." Teachers must also be ready and able to become "partners" in developing good personnel policies and practices.

2. There must be an awareness of and respect for human values as the foundation for good personnel policies and practices. The worth of the individual, because he is first and foremost a human being, is basic in the school's efforts to have a better personnel program.

3. Good interpersonal and intergroup relationships are fundamental in a sound personnel program. Cooperative effort characterizes almost every important educational endeavor. As groups of teachers work together on a curriculum committee, or as various organized groups of teachers and administrators join forces to accomplish a desired goal, the degree to which they are really successful depends, in a large measure, on the extent and quality of their capacity to work together.

A philosophy of effective human relations is one of the basic requirements for a sound personnel program. As committees and groups of teachers and administrators develop policies and procedures, the validity of each proposal is tested by asking the question: Does the policy promote good human relations; is it likely to improve the morale and general welfare of the staff, especially in the area of human relations? This applies to the whole gamut of the personnel program:

1. *Employment Procedures.* Employment practices need not only to be designed to achieve the employment of the best qualified person but should be carried out with a high regard for the feelings and sensitivity of the individual.

2. *Placement Procedures.* In the utilization of people, care should be taken to see that, insofar as possible, the "right" person is placed in the "right" job. This matching of people and positions is a task that requires sensitivity to and concern for human relations values.

3. *Promotion Practices.* The desire for recognition is basic in the professional life of most people. Many teachers aspire to posts of educational leadership, and a school system needs to have an organized plan for promotion based on merit and achievement.

4. *Appraisal.* One of the basic needs of a teacher is the need to know "how he is doing" in his job. Do those who supervise his work feel that he is doing well? If there are areas of weakness, what are they and how can improvement be made? Appraisal of performance is, therefore, one of the major problems in personnel administration. A consideration for good human relations is at the core of a good appraisal program.

5. *Grievance Procedures.* Another area in which good human relations are paramount is in handling the grievances of staff members. There needs to be a systematic procedure for dealing with the problems and difficulties which teachers encounter. Teachers need to know to whom they should go with their grievances and how to get corrective action. This becomes especially important as the size of the school system increases.

6. *Group Activity.* In-service growth is increasingly accomplished through group activity. There need to be sound policies for carrying out group activities and especially for selecting teachers to serve on committees devoted to in-service growth.

7. *Personnel Records.* As school systems increase in size and scope, good personnel records become of paramount importance. Teachers need to feel that the many details that relate to their qualifications, preparation, salary, professional growth, and record of service are kept systematically and in confidence by school officials. Adequate records are necessary also for reasons of efficiency.

8. *Written Policies and Procedures.* It is no longer prudent to administer rules and regulations without having them in written form and easily accessible to those concerned. Thus, policies and procedures need to be written and assembled in manuals and handbooks and made accessible to teachers and other staff members.

9. *Salary Determination.* More and more, salary determination is a process in which representatives of the administration and teaching staff join together to determine a fair and equitable salary schedule commensurate with available revenues.

10. *Professional Growth.* Many school systems, recognizing the importance of professional growth, have developed programs enabling teachers to engage in many kinds of activities which will help them "grow on the job." Credit and recognition for participation in professional-growth activities are given.

The adequacy of personnel programs varies widely in school systems. Some school systems have elaborate personnel procedures; others have modest programs. It is not so important how far the school system has moved in developing a good personnel program as it is whether there is an awareness of the need for a better program and whether something is being done about it. The basic task is to build and promote a total program of personnel administration which will promote increased effectiveness and happiness on the job. As a "climate of readiness" for a useful personnel program is developed, it becomes easier to study and initiate projects and practices of many types.

The "world of tomorrow" will require schools to do many things and do them better. The implementation of society's demands on schools will become the task of teachers. Flexibility, the capacity to think and do it creatively, and the ability to adjust to new and varied conditions will be required of young people. These skills will come about as teachers are enabled to do a better job—as they come to understand better the teaching process in a complex world. This will call for a greater professionalization of teaching, and the development of a sound program of personnel policies and procedures is one of the basic steps in achieving this goal.

Report of Conference Study Groups

RUTH A. STOUT

Director of Field Programs

Kansas State Teachers Association

A SUPPLY of competent teachers sufficient to meet the needs of all children has been the goal of each of the twelve annual national conferences sponsored by the National Commission on Teacher Education and Professional Standards. Participants in the Washington Conference concerned themselves primarily with personnel policies and practices as part of the machinery for achieving this goal.

Each of the 33 study groups first dealt with bases for developing sound personnel policies and then identified those policies and practices which should stimulate professional performance and professional growth.

The growing professionalism among teachers has stimulated concern for effective personnel policies; so has the increased public interest in schools stemming from the practice of involving lay people in all facets of school planning. Increasing school population and services, desegregation, the short supply of qualified teachers, the excessive turnover, and the movement toward larger school administrative units have all made clarification of personnel policies imperative.

GUIDEPOSTS

With recognition that there is no one best kind of teacher, and that no three-day conference can give complete answers or quick solutions, the 1000 participants did try to move from their varied backgrounds and experiences to the central conference problem of setting up guideposts.

The study groups emphasized that personnel policies and practices should reflect the new and increased responsibilities of schools and should be consonant with clearly defined goals of education and with

the economic, cultural, and social resources of the community. The policies should also safeguard freedom to teach since, in a democracy, survival is dependent upon free access to information, freedom of thought, and responsible expression.

If the educational program is to meet the needs of children and improve the quality of community living, personnel policies and practices must first meet the needs of the teacher by creating an atmosphere conducive to professional competence. An adequate supply of competent teachers will be attracted to teaching and their services retained and utilized fully, only if communication among professional and lay groups brings about understanding and mutual respect.

If personnel policies are consistent with the unique function of education in a democratic society, they will be specifically adapted to the community in which they are to be used, and they will emphasize the worth and dignity of the individual. Though the policies should be consistent with existing laws affecting education, participants insisted that both teachers and laymen have responsibility for working to change existing laws and codes of ethics which are faulty or outmoded.

Policies should be developed cooperatively by teachers, administrators, students, lay governing boards and other lay groups, at local, state, and national levels. They should be based on sound research and be subject to continuous review and evaluation. They should be published and disseminated. Regulations stemming from broad, positive guides should be administered by the designated agencies but adhered to by all persons and groups involved. Conference groups agreed that the right to participate in the development of personnel policies should not be separated from responsibility for their practice.

Before personnel policies conducive to professional growth can be developed, it is necessary to define professional growth itself and to identify the kinds of activities and situations which stimulate it. The participants agreed that the teacher's consciousness of a code of ethics, of the challenges, possibilities, and responsibilities of the profession, is basic to the concept of professional growth. Further, a democratic climate which fosters a bond of common unity among all educational personnel is essential if continuous and significant personal and professional growth is to flourish with a high degree of effectiveness and specificity.

Elements essential to a climate favorable for professional growth and performance, as identified by the study groups, fall generally under four headings: preparation and selection, orientation, employment practices, and working conditions. In addition, participants spelled out developmental and evaluative procedures for personnel policies as these affect performance.

Preparation and Selection

Potential teachers should be identified early, beginning in the elementary and secondary schools. All colleges should employ well-designed screening procedures in an effort to admit to teacher preparation only those students with potentialities for successful teaching. Promising students should be encouraged to elect teacher education early in the college career. Opportunities for laboratory experiences should be broadened and intensified. Students with physical handicaps which interfere with teaching competence should be counseled out of teacher preparation.

A nationwide system should be developed to achieve reciprocity of certification among the states, respecting present standards and raising them whenever possible. Boards of education should insist on high standards for selection to attract better qualified teachers and contribute to high morale. In the employment of beginning teachers, only those holding standard certificates (based on at least a bachelor's degree with professional preparation) should be considered. Additional teachers employed to alleviate overcrowded situations should be selected only from persons who are legally certified, who have had recent teaching experience, and who have completed the bachelor's-degree program of teacher education or are nearing completion of it.

Those persons responsible for the selection of personnel should be well qualified by preparation and experience to make the selections. Professional personnel should be employed only upon recommendation of the superintendent in a public school system, or the designated professional employing agent of the college or university staff.

Orientation

A definite program of induction and orientation should be cooperatively established in each school system and institution of higher learning by the lay governing board, the administrative officers, the teachers, future teachers, and interested community groups.

The orientation program should include an advance on the first salary payment, help with housing, assistance of a senior teacher, and a handbook which includes a statement of personnel policies and regulations. Assignments and working conditions of new teachers should foster adjustments to specific work, to the school system or institution, and to the profession.

Employment Practices

All policies relating to employment practices should be cooperatively developed and clearly stated. They should create conditions of security which make for maximum professional performance.

Policies and practices should provide for written contracts with specific mention of time of employment, salary, and advance notice of re-employment or dismissal. The professional staff should feel responsibility to abide by the conditions of the contract. Assuming selectivity for teacher preparation and employment, all professional personnel should have tenure after a definitely specified probationary period. Policy statements should include clearly defined procedures for transfer, dismissal, suspension, or probation, and specific provision for appeal to an impartial authority. At local, state, and national levels, the profession should accept the responsibility for protecting good teachers and eliminating poor teachers.

Assignment is recognized as a joint responsibility of administrators, supervisors or department heads, and teachers. Policies governing appointment and promotion should be clearly stated in writing and impartially applied to all candidates. Differences in application should stem from sound educational policy rather than from arbitrary distinctions, such as level or area of teaching. The policies and their application should stimulate genuine satisfaction in accomplishment through recognition of the importance of classroom teaching. Assignment or transfer should be made only after all persons concerned have been consulted, notified well in advance, and informed of the reasons for the change. Teachers who become partially incapacitated should be reassigned to more suitable positions within the system.

The best qualified candidates should be chosen for senior positions, with currently employed staff members being given preference. Changes from teaching to administration should be based on aptitude for administrative work and genuine interest in it. It should be recognized

that instruction is basic and that the purpose of administration is to facilitate the educative process.

A definite written salary schedule, based on preparation and experience and providing for systematic advances in salary, is essential to secure and hold the best type of professional personnel. All educational positions should carry basic minimum and maximum remuneration commensurate with responsibility, experience, and competence. Salary schedules should recognize career teaching as opposed to transient teaching.

Working Conditions

Personnel policies should be designed to ease tensions and pressures now felt by many teachers. Consideration should be given to class size, assigned responsibilities, special duties, and the availability of facilities, materials, and equipment, providing a fair distribution of both class and extra-class teacher load. Teachers should be assigned to areas and levels for which their preparation qualifies them. Professional loads should be clearly defined and equated in terms of released time or salary, or both.

Determination of class size should be based on such factors as the needs and ability levels of students, the nature of the subject or grade level taught, and the availability of equipment. Trained personnel and adequate facilities for exceptional children and youth should be provided. Teacher aides, educational TV, and other media should be used to supplement the work of the professional teacher rather than to replace him.

Provisions for absences and leaves should be liberal and designed to improve rather than impair the learning opportunities for children and youth. Whatever practices contribute to having a physically, mentally, and emotionally able and informed teacher in every classroom should be provided for in the personnel policies governing absences and leaves. The professional climate and responsibility should be sufficient to permit leaves for participation in teacher exchange programs, visitations, professional service and enrichment, and for illness, and illness or death of family members, without loss of salary or other benefits.

Advanced study, educational travel, and teacher exchanges (local, state, and national), professional participation, research and writing, and work in industry and business (if related to teaching) should be recognized as important media of professional growth.

Personnel policies should provide group health, life, accident, and professional liability insurance, and adequate retirement income.

POLICIES AND PRACTICES IN EVALUATION

Guideposts were also set up for evaluation procedures because conference participants emphasized that evaluation is essential in a program of in-service growth. The study groups stated that policies governing evaluation should apply to all school personnel—administrative, teaching, and non-teaching. The evaluative process should be continuous and democratic; so should evaluation and revision of the criteria themselves.

Since the primary purpose of evaluation is improvement of the quality of instruction, criteria should be set up with the knowledge and participation of those who are being evaluated and those who do the evaluating. Evaluation of growth should be based on the principle that there is no one best way to teach, that there is merit in diversity and new ideas, and that progress results from capitalizing on strengths and successes and recognizing and compensating for weaknesses. Teachers should be involved in the evaluation of their own work and of their institutions.

Although participants urged that personnel policies should provide for recognition of professional activities and reward for growth, they emphasized that recognition and monetary reward should be by-products and not goals.

SHARPLY DIVIDED OPINION

Sharp disagreements arose regarding the employment of experienced teachers who lack a degree and the relation of evaluation of teaching effectiveness to salary schedules, with "unanimous" votes coming from groups on both sides of each question.

On the one hand, a number of groups insisted that issuance of all substandard certificates should be discontinued. On the other hand, issuance of emergency certificates was described as probably necessary. Some groups in this camp suggested emergency certificates be issued only in conjunction with approved plans for additional work leading toward proper certification. Other groups suggested that if less-than-qualified teachers are employed, they should not be granted admission to full professional status until they comply with regular standards. No group condoned continued issuance of certificates based on less

than a degree without "strings attached" to bring the holders to full professional status as rapidly as possible.

On the "merit" issue, unanimous group action advocated that evaluation and rating should be used for improvement of teaching effectiveness but should not be used for determination of salaries. On the same side was the statement that every teacher, regardless of specialized field, should be paid on a salary schedule with no extra remuneration for extra work, but with a balancing of teaching and extra-class loads. Most participants agreed that teachers should have a salary schedule which is fair, equitable, and based upon reasonable competence. But one report carried the unanimous opinion that a merit plan for salaries above the adopted schedule should be applied, whereby evaluations are obtained from many sources and both subjective and objective judgments are included.

RECOMMENDATIONS—THE FORWARD LOOK

Action at local, state, and national levels was urged, specifically in the preparation and application of personnel policies and also in the several areas which participants felt directly affect personnel practices and the effectiveness of the educational program.

Before launching a set of recommendations, the study groups commended the National School Boards Association and the various state associations of school boards for the formulation of standards of practice to improve the administration of school affairs. The groups emphasized that local school boards should also provide time and money to facilitate effective procedures and production of sound personnel policies.

Personnel Policies and Procedures

Each local district should develop a written statement of personnel policies, with, as stated earlier, all persons concerned participating in the development. It was suggested that each state education association develop a general statement for the guidance of local groups in establishing their own policies, and that NCTEPS provide a more extensive guide for the state and local groups and also coordinate the efforts of parallel programs of other interested national professional organizations. The importance of research to effective development of policies was emphasized, particularly as it bears upon the relationship of personnel practices to the supply and retention of competent

teachers, certificate reciprocity, and conditions of employment. Participants recognized the need for open and active channels of communication to disseminate research and increase understanding. They also noted the close relationship of codes of ethics and their enforcement to the effective functioning of personnel programs. Institutions preparing teachers and all members of the profession were urged to assume responsibility for providing experiences for new and prospective teachers which will prepare them for participation in school personnel policy formulation and acquaint them with existing practice.

Areas for Continued Study

Continued publicity should be given at local, state, and national levels to the importance of having a qualified teacher in every classroom, and effort should be accelerated toward determining factors which characterize successful teachers. Professional organizations are urged to give increased attention to professional matters in addition to those related to teacher welfare, and school boards and teachers organizations are encouraged to extend invitations to each other to attend meetings and participate in deliberations of mutual concern.

National and state PTA organizations are asked to study school district reorganization and the trends toward increased size of school districts, as these relate to the development and practice of personnel policies. NCTEPS is requested to make a study of those systems which have a twelve-month contract with twelve months' pay for teaching a normal school year, and with time provided for in-service growth programs, professional service, summer school teaching and attendance, and vacation.

Wider distribution of pertinent materials and research studies on factors that determine teacher load, particularly as they influence teacher competence, is requested, and the NEA is asked to initiate additional studies on instruction and other dimensions of teaching, including the teacher as researcher, curriculum maker, administrator, and public relations agent. The NEA is also requested to study institutional teacher placement offices, their organization, procedures, and effectiveness. Specifically, many participants believe the NEA Department of Adult Education should study qualifications and performance of part-time teachers from business and industry who teach in adult education programs.

NCTEPS is urged to study the relationship between salary schedule increments and college credits and degrees, educational travel, participation in professional association activities, local workshops, in-service courses, research and contributions to professional literature, and also to get information about plans in which boards of education underwrite the cost of tuition for advanced study by teachers. Continued study of evaluation for the purpose of improving teaching effectiveness is urged, with the request that such research include analyses of the various plans for recognition of merit salary schedules and their effect on personnel.

For Immediate Action

Increased effort should be made at the national level for reciprocity in certification. This recommendation could no doubt be carried out at once, if still another could be effected. For participants also stated that the certification structure in each state should be so designed as to require at least five years of college preparation, the fifth year of which should be attained within the first five years of teaching experience. The groups insisted that members of administrative and supervisory staffs meet at least the minimum level of preparation required of personnel under their direction. Much concern was expressed over tendencies on the part of graduate schools to reduce scholastic and residence requirements for teachers working toward advanced degrees to a point below those for students in other fields. The Conference urged wide dissemination of policy statements and concerted professional action to uphold high standards and to promote wider application of the principles of selective admission and retention in graduate schools of education.

Both NCTEPS and the National Council for Accreditation of Teacher Education (NCATE) are requested to review the scope and quality of graduate courses offered in teacher education and liberal arts curricula with a view to providing more flexibility in prerequisites and availability to teachers. This, participants made clear, does not imply a lowering of standards.

National, state, and local TEPS commissions are requested to urge that, in the selection of teachers, preference be given to applicants who have completed, at the degree level, a teacher education program accredited by the National Council for Accreditation of Teacher Education.

At the three levels—local, state, and national—the profession should work for the abolition of the one-year contract and should support the continuing contract for teachers, with tenure following successful completion of a probationary period of teaching.

With recognition of the vital role of the teacher in understanding other nations and the United States' position in "one world," and the teacher's need to create this understanding in his students, conference participants urged that reciprocity agreements be improved to facilitate teacher exchange within the United States and abroad without loss of benefits.

Reflecting their own respect for the worth and dignity of the individual and their recognition of the importance of the educative process to happy survival, the 33 study groups pooled their efforts and compromised their differences in an effort to suggest effective personnel policies and practices, and steps for their establishment, as a means for reaching the goal of competent teachers in the years immediately ahead.

Something of Significance¹

MILSON C. RAVER

Executive Secretary

Maryland State Teachers' Association

FROM the first meeting of the Planning Committee for the Twelfth Annual National Conference on Teacher Education and Professional Standards, when the TEPS Commission announced a tentative theme for the meeting, we realized that this would be one of the most important professional conclaves to be held in connection with education. As Mr. Cabe said in his speech to the Unit B groups: "I know of no profession in which it is more difficult to answer the question 'What is my job and what is expected of me?' than the profession of teaching."

Little did I realize at the planning session, however, what a grave responsibility would be thrust upon me in connection with this meeting. To my way of thinking, a summary or evaluation of a conference, by one person, is like the spare tire on an automobile—on rare occasions it can be useful but most of the time it represents dead weight and takes up space that might otherwise be put to good and efficient use.

In a further attempt to gain your sympathy, I shall point out that I could not prepare my speech in advance of the Conference. I am reminded of what Erasmus had his speaker say in "The Praise of Folly":

And now ye shall hear from me a plain extemporary speech, but so much the truer. Nor would I have ye think it like the rest of Orators, made for the Ostentation of Wit; for these, as ye know, when they have been beating their heads some thirty years about an oration, and at last perhaps produce somewhat that was never their own, shall yet swear they compos'd it in three days, and that too for diversion: whereas I ever lik't it best to speak whatever came first out.

Now I shall take my lesson from Folly and straightway and forthrightly discard any pretense of originality, but I will claim my preroga-

¹Conference Summary delivered before the Banquet and Concluding General Session, the Washington Conference, June 28, 1957.

tive, under the title assigned to me, "Something of Significance," and state subjectively my impressions of this rich and wonderful conference experience. I do so humbly and with the fervent hope that my impressions may help all of us to sort out and collect our own experiences into usable form so that we may return home and place into action that which we have learned here. Otherwise, this potentially fruitful meeting of minds and spirits will have failed to reach its objective—the development and application of improved personnel policies for the schools of the future.

CONFERENCE IMPRESSIONS

As we resumed old and made new acquaintances we were perhaps like the somewhat overgrown and precocious youngster on the first day of school, who replied to the teacher's first friendly query as to whether he knew his ABC's, "Gosh, no, I ain't been here five minutes yet."

We got under way quickly, however, with the first general session under the inspiring leadership of President Martha Shull and Mr. Norman Cousins. Mr. Cousins had the courage to dare us to strip away our case-hardened shells of pride, sophistication, and shyness by going to the very heart of all personnel problems and challenging us to open the windows and doors of our houses of self-centered egotism, letting in the invigorating air and sunshine from a vastly broader horizon of immortality—that of the brotherhood and love of our fellow men.

Admittedly this is hard to do because of our innate and involuntary impulses to cover our shyness and to protect our intimate and real selves from the view of our fellow men, whether they be professional associates or mutual friends. As our "straight man," Martha Shull, first reacted: "Immortality is supremely personal. . . . Now you are asking me to depersonalize it? No, I don't think I can do it."

As the dialogue progressed, however, it became increasingly clear that if we are to develop new and better working relationships with our associates we must move out of our self-centered notches and onto the plane where we can maneuver jointly by working with sympathetic understanding and full participation of all members of the team.

Here, the first problem that we recognized was that of inertia—the status quo. Remember the camp meeting song, "Give Me That Old-Time Religion; It's Good Enough for Me"?

I am reminded of a remark made by a former student of mine. Once, when returning to my laboratory class after having been summoned to the dean's office during the period, I overheard the student say, "If Professor Raver could see how I'm doing this experiment, he'd turn over in his groove."

Miss Shull and Mr. Cousins gave us a powerful stimulus to bring about change—change in our habitual patterns of action and relationships to our fellow educators, pupils, and their parents. But to have left us here would not have been sufficient. As Albert Camus, the contemporary French philosopher and author, has said in his analysis of man's rebellious traits:

Man is the only creature who refuses to be what he is. The problem is to know whether this refusal can only lead to the destruction of himself and others, whether all rebellion must end in the justification of . . . [such destruction] or whether, on the contrary, without laying claim to an innocence that is impossible, it can discover the principle of reasonable culpability.²

In short, the only way to remain blameless would be to stick to the "status quo." Since this is not our nature, we must assume the guilt of whatever blunders we make in our searching progress toward better human relationships—better personnel policies for our schools.

Fortunately, however, in the planning of this Conference, speakers, leaders, and participants were chosen who have pioneered in educational rebellion (if I may use that word as a synonym for progress). They have brought to us rich experiences which have suggested ways and means of unlocking the doors on the "status quo" in our self-satisfied and habitual modes of operation.

As I listened to the speeches and read the manuscripts of Dr. Haskew, Miss Richards, Mr. Cabe, Dr. Maxcy, Mr. Luce, Dr. Rutter, Dr. Robinson, and Miss Kline, I was struck by the fact that no matter which problem-area topic they were discussing, they all brought out of their rich experiences as school administrators, classroom teachers, business executives, school board members, and college presidents, practical suggestions for the development and application of better personnel policies and practices for our schools.

It is significant that each speaker moved from the different direction of his problem-area topic and his particular background of experience to the central problem before us. How fortunate that they brought us

²Albert Camus, *The Rebel* (New York: Alfred A. Knopf, Vintage Edition, 1956), p. 11.

divergence and even disagreement to stimulate our thinking, to cause us to rectify our misconceptions, and to firm up those concepts upon which we agree.

Dr. Haskew gave us an excellent profile of the competent teacher. In terms of his watermelon story, how do we "grow 'em"? Perhaps our teacher training programs are not too bad. They represent the culmination of our search for better methods and of our years of teaching experience and thus, creatively, are the best that we know. We were told to lay our stress on the end product of those programs rather than on the tools of training.

I was particularly impressed by the fact that Miss Richards, Dr. Rutter, Miss Kline, and Dr. Robinson pled, with well-documented arguments, for full participation by the entire school personnel in the educative process from the development of policy and its application, ranging through the program of instruction, teacher welfare, and pupil growth to relationships with the parent and the community.

How well I remember, after a number of years of teaching, I found myself in the role of a parent, looking to my son's teacher as the consultant or adviser in our parent-child relationships. Because my children were fortunate to have good teachers who felt secure in this aspect of their professional responsibility, it was not unpleasant; rather, at times—in addition to being vastly helpful—it was delightfully amusing.

Dr. Maxcy spoke from his experience as a business executive and made valuable suggestions, stated clearly and succinctly, for our system of schools ranging "... from the school board to the student." In fact, he sounded very much like a good teacher except that he did not use the noun, "structure," as a verb at any time. The extensive discussion following his address indicated the applicability of his presentation to our problems.

Throughout the discussions have run such phrases as "the proper climate," and "the peculiarly individual contribution of each staff member." Miss Kline has talked about the ethical and professional responsibilities of each teacher. Mr. Luce, bringing to the discussion his experience as a school board member as well as that of the industrialist, has mentioned the restrictive aspects of a formalized, detailed, and written policy on personnel problems.

These speeches justified the need for improved policies and practices. The next \$64,000 question was "How?"

THE "How" OF IT

Can we provide the proper climate? How can we find out what makes Guy Bizzell, of Austin, Texas, readily recognizable as a national teacher of the year? Can we determine ways to produce his kind in quantity? Can we really establish a personnel policy that will make it possible for Dr. Cabe's Miss O'Brien to continue to teach and make her maximum contribution to the school? Are the problems too complex? Do we face difficulties that are insurmountable? I believe not. From what I have observed of this Conference, I have faith that our combined efforts will result in a report that will help us to develop our own answers. We have faced other tough problems.

One word of caution seems justifiable. No conference such as this—no matter how successful—can ever give us a ready-made plan or answer, a quick solution to our own particular situation. I have little patience with those who always insist on a one-page, one-syllable answer to all problems, no matter how complex. At best, we can only hope for stimulation and generation of the creative energy necessary to formulate our own unique solution to our own particular problems.

I cannot refrain at this point from calling your attention to an article in the March 16, 1957, issue of *The Saturday Review*, entitled "Man Is Not A Thing," by Erich Fromm, the eminent teacher and psychoanalyst. Dr. Fromm points out that modern society has applied the Delphic ideal, "Know Thyself," to man as a thing—as a consumer unit. "Market psychology" is used to make us give our "bit" to get "All," a new detergent; to get "hep" with "Pep," a different brand of breakfast food.

Man is also manipulated as a production unit through the application of another form of psychology called "human relations." In place of crude warfare between management and labor, we now understand that satisfied "happy" men work more productively and provide for that smooth operation which is a necessity for the efficient and profitable operation of big business. Thus, "He is made into a *thing*, treated and manipulated like a thing, and so-called human relations are the most inhuman ones. . . .

"Undoubtedly the desire to know our fellow men and ourselves corresponds to a deep need in human beings. . . . Man is endowed with reason and imagination; his fellow man and he himself are problems which he cannot help trying to solve."

Human "life in its biological aspects is a miracle and a secret, and man in his human aspects is an unfathomable secret."

Dr. Fromm points out that "... one . . . way, a desperate one, to know the secret . . . is that of complete power over another person, the power which makes him do what I want, feel what I want, think what I want, which transforms him into a thing, *my* thing. The ultimate degree of this attempt to know lies in the extremes of sadism, in the desire to make a human being suffer . . . to force him to betray his 'secret' in his suffering or eventually to destroy him. . . .

"There is, however, another path to knowing man's secret. This path is not that of thought, but of *love*. Love is active penetration of the other person in which my desire to know is stilled by union. . . . The only way to full knowledge lies in the act of love; this act transcends thought, it transcends words."

Dr. Fromm's analysis is, it seems to me, both startling and tremendous in its implication for this Conference. How often have each of us, when in the company of a friend, a fellow worker—or even a perfect stranger—struck some harmonious chord of sympathy or understanding whereupon a wonderful sense of communication was experienced? Likewise, we have also experienced a relationship when, suddenly, through anger, misunderstanding, or a lack of sympathy, all communication and cooperation ceases and each of us pull down between us impenetrable barriers behind which we retreat into our egocentric shells.

Thus, the circle is completed. This, I believe, is the way we must apply Norman Cousins' concept of the greater immortality to our educational problems in general and to our personnel problems in particular. Erich Fromm has reversed the old axiom, "To know him is to love him," to demonstrate the effectiveness of its corollary, "To love him is to know him." Only through our indentity with our fellow workers, through brotherly love and sympathetic understanding, can we formulate and put into practice effective personnel policies. The ancient Hebrews had a word for it: "at-one-ment" with their God and fellow men.

To summarize this summary, I shall recall for you what I consider to be some of the most beautiful words ever penned by the hand of man; words that are perhaps responsible for my choice of teaching rather than some other occupation; words that form a good creed for any

educator; words that are of particular importance in the consideration of the problems of school personnel. Words—only 397—which can sum up the thousands of utterances we have made at this Conference. I refer to the twelfth chapter of the Pauline epistle to the Romans, and I do so without apology because I believe that regardless of whether we are Catholic, Jew, Protestant, or adherent to some other creed, we will agree to the pertinence of these words to the subject at hand:

I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service.

And be not conformed to this world: But be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.

For I say, through the grace given unto me, to every man that is among you, not to think of himself more highly than he ought to think; but to think soberly, according as God hath dealt to every man the measure of faith.

For as we have many members in one body, and all members have not the same office: So we, being many, are one body in Christ, and every one members one of another.

Having then gifts differing according to the grace that is given to us, whether prophecy, let us prophesy according to the proportion of faith;

Or ministry, let us wait on our ministering: or he that teacheth, on teaching;

Or he that exhorteth, on exhortation: he that giveth, let him do it with simplicity; he that ruleth, with diligence; he that showeth mercy, with cheerfulness.

Let love be without dissimulation. Abhor that which is evil; cleave to that which is good.

Be kindly affectioned one to another with brotherly love; in honour preferring one another;

Not slothful in business; fervent in spirit; serving the Lord;

Rejoicing in hope; patient in tribulation; continuing instant in prayer;

Distributing to the necessity of saints; given to hospitality.

Bless them which persecute you; bless, and curse not.

Rejoice with them that do rejoice, and weep with them that weep.

Be of the same mind one toward another. Mind not high things, but condescend to men of low estate. Be not wise in your own conceits.

Recompense to no man evil for evil. Provide things honest in the sight of all men.

If it be possible, as much as lieth in you, live peaceably with all men.

Dearlly beloved, avenge not yourselves, but rather give place unto wrath: for it is written, Vengeance is mine; I will repay, saith the Lord.

Therefore if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head.

Be not overcome of evil, but overcome evil with good.

Thus it is significant that whether we turn to our professional leaders of today, our leading thinkers and writers, philosophers, psychoanalysts, or to the wisdom of the ages, we find agreement on how to obtain the maximum utilization of the best that lies within each of us. It seems to me to amount, almost, to obeying natural and divine law to return to our jobs determined to implement this Conference for the benefit of ourselves, our fellow workers, our pupils, and our fellow men.

Part 2

Implications for Personnel Policies

Personnel policies . . . attract the competent or repel them. They stimulate the application of competence, or discourage it. They bury competence beneath minutiae, sap its vitality with bureaucratic tape-worms, make it socially disreputable by creating a hired-hand morale; or, they release competence by encouragement, recognition and freedom to be different. They develop increasing competence year by year, or they create satisfaction with present levels of achievement.

—Haskew.

Without a basic unity, a feeling that all are functioning units of one system, with a common objective, no public school organization can progress maximally. Every staff member with an academic status in a school system . . . is a *teacher*. It is the only word that identifies and unifies all who work together in the common enterprise of education.

—Robinson.

. . . the quality of teaching in any school system depends largely upon the personnel policies under which it operates. . . . The first "must" . . . is a written set of policies meticulously followed. . . . To an increasing extent personnel policies are being developed democratically through the cooperative efforts of the people most directly affected—classroom teachers, secretaries, custodians, and administrators. . . . Where democratic ideals prevail, teachers operate in an atmosphere free from suspicion and misunderstanding. The resulting goodwill between teachers and administrators fosters professional growth. The improved teaching which results holds great promise for the schools of the future.

—Richards.

Where Education Begins— A Dialogue on Education and the Making of Tomorrow¹

NORMAN COUSINS

Editor, The Saturday Review

and

MARTHA A. SHULL

President, National Education Association

Q. Ladies and Gentlemen: Our program tonight is in the form of a dialogue. The characters are the ones you see on the platform. Yes, that includes me. I have been pressed into service by our speaker tonight who has prepared a sort of latter-day Socratic dialogue. The author of this dialogue has been the Editor of "The Saturday Review" for almost eighteen years. I shall leave it to him to explain how this Socratic dialogue is going to work.

A. The main point I have to explain is that my partner in this dialogue is not to be held responsible for what she says tonight. Any resemblance between her own convictions and the lines she has been good enough to agree to read is purely coincidental. The second point I want to make about this Socratic dialogue is that the questioner is really a straw man. You can be sure that Socrates was too smart to get himself locked into any debates. The questions asked in the dialogue helped to sharpen Socrates' own answers. In fact, I cannot recall a single instance in which Socrates was stuck for a reply. Seriously, the Socratic dialogue as a device is extremely useful, because it serves the purpose of providing a whole series of check points as an argument or

¹Dialogue written by Norman Cousins, given before the Opening General Session of the Washington Conference, June 25, 1957. "Q" represents Miss Shull; "A," Mr. Cousins.

point of view develops. In fact, the essence of the Socratic dialogue—or rather, the underlying reason for it—is that the shortest distance between two points is a straight question. And the whole trick is to get something of a chain reaction of questions started. The dialogue is perhaps the oldest and most instructive approach to education there is. Traditionally, it is father and son. Philosophically, it is Socrates and Glaucon. More than two thousand years later it is Jefferson and Adams, with the postman as the silent but vital partner, or Goethe and Eckermann in their metaphysical exchanges, or, more recently, Mark Hopkins at one end of the log and an impressionable young man on the other. I'd like to begin by asking our straight man tonight what it is that is troubling her these days.

Q. What kind of troubles do you mean?

A. The things that trouble all of us—you, me, all our friends here tonight.

Q. Well, now that you mention it, I confess I get plenty troubled every time I pick up a newspaper. It almost seems as though there's no end to the trouble in the world. There's radioactive fallout, of course. The troubles are endless. It's the Middle East today; yesterday it was Formosa—and still is, for that matter; then there's the Civil War in Indo-China, which could erupt again at any moment; and we mustn't forget the Korean business is still unsettled despite almost three years of war there. As if that were not enough, I'm worried about the growing friction between India and Pakistan over the Kashmir and the communal problem within India herself. I'm worried about the dispute between Afghanistan and Pakistan. And every day I see something about the coming struggle for control of the world's largest oil reserves in the Persian Gulf. Whew! How long do you want me to keep this up?

A. It's always wise never to interrupt a woman who is talking about her troubles.

Q. That's right. I hadn't even mentioned the terrible dilemma of rearming Germany, of the gradual falling away of the NATO machinery, and, in fact, the very concept of NATO. And what about the rearmament of Japan? Where will that lead? And here I've been talking for three long paragraphs and I haven't even mentioned Communist China. Now that you've got me started on an inventory, I

suppose I could go on for the rest of the evening. There's the problem of Africa, especially on the race issue. And, of course, the ideological struggle in the world with the United States and Russia in opposite corners.

A. You're not overlooking the hydrogen bomb and the whole question of nuclear warfare.

Q. No, I was saving that for you. I didn't want to infringe on the copyright.

A. And what about the struggle of the United Nations itself—a real struggle for its life?

Q. I was saving that for you.

A. Does this complete your list of troubles?

Q. Well, at least I've put down most of the principal ones.

A. Yes, I've been looking over the list. But it seems to me an important subject may have been overlooked in that very impressive list of yours.

Q. Overlooked? Let's see. If it's South America or Australia or the new change in the French government, I suspect we'll hear about those problems somewhere along the line.

A. I'm certain of that. But that's not what I was thinking of. Just where does the individual fit into all this? Let's forget about the big questions for a moment and consider individual man. What about human beings themselves? How do we, the people, prepare ourselves for the big decisions we have to make? Everything big that happens in the world is going to leave its mark on the individual man. What about his approach to those problems? What kind of philosophy does he need to pull himself together at a time when everything seems to be pulling him apart? If the world is too much for the individual man, then none of the big issues and challenges you mentioned will be successfully met. A better world is not going to Topsy into being. It will have to be created. The big ideas will have to be born and made known. Individual man will have to comprehend them and respond to them. In short, he will have to be tuned in to history. He will have to feel strongly about the things that will have to go into the making of that better world. That means we will have somehow to rescue him from the prison of compartmentalization that has characterized our age.

Q. One minute, please. "Prison of Compartmentalization." That's quite a mouthful. What does it mean?

A. Just that man today is being pulled and tugged in different directions. Thirty-five years ago he was told that economic man could save him. Twenty-five years ago it was political man who knew the answer. Only yesterday he was asked to believe that scientific man knows the way out. And today we hear people say that religious man, and only religious man, can deal with the big problems. And each approach tends to become something of a compartment. If he is to escape from this compartmentalization, if his freedom is to come to anything, he must try to fashion an approach that is broad enough and deep enough to bring together all the elements that tended before to separate him. In short, I am talking about the whole man, or rather the need for man to see not only the world whole, but to see himself as a whole man, and to act the part of the whole man—looking to no single source for the whole answer but not rejecting any of the major parts that all add up to an answer.

Q. I'm sorry I interrupted you. I just didn't want you to hit us with a term like "Prison of Compartmentalization" and then run. I do agree that it would be highly useful to consider the relationship of the individual to all the major questions we expect to consider. But do you really think it is possible for twentieth-century man to rescue himself from this prison of specialization or compartmentalization or whatever it is you call it?

A. That all depends on what he considers to be important. No generation in history has more means at its disposal for meeting its major problems than our own.

Q. Did I understand you to say that our ability to find our way out depends on what man considers to be most important?

A. Precisely. An age can only be judged by the things it thinks about and the things it does. Speaking for this part of the Western World, what would you say are our principal concerns? What is it that we are thinking or doing that future historians, if there are any, will find of interest?

Q. Well, it all depends which people you are talking about. Different people do different things. They worry about different things.

A. Yes, of course. But it becomes necessary every now and then for someone such as you to throw a loop around the total diversity and try to make sense out of it. How about an educator's reasonable guess?

Q. *Now that you mention it, the one thing that appalls me is that almost no one seems to have time to think these days. I'm not too sure that there's very much thinking going on these days about anything.*

A. I'm afraid you're right. We in America have everything we need, except the most important thing of all—time to think and the habit of thought. We lack time for the one indispensable for safety of an individual or a nation. Thought is the basic energy in human history. Civilization is put together not by machines but by thought.

Consider where we in America stand today. We have been told and we have told ourselves that we have the responsibility to lead. We are asked to keep freedom alive; we are asked to find some way to prevent a war that would incinerate one billion or more human beings and twist and deform the rest. It is not a simple task. It requires a profound knowledge of the diseases of civilizations. It requires ability to anticipate the effects of actions. In short, it requires thought. But who is doing the thinking? Who is giving sustained and incisive thought to the most complicated and dangerous problem in the age of man?

The paradox, of course, is that we are busy doing nothing. Never before has so much leisure time been available to so many. Leisure hours now exceed working hours. But we have a genius for cluttering. We have somehow managed to persuade ourselves that we are too busy to think, too busy to read, too busy to look back, too busy to look ahead, too busy to understand that all our wealth and all our power are not enough to safeguard our future unless there is also a real understanding of the danger that threatens us and how to meet it. Thus, being busy is more than merely a national passion; it is a national excuse.

The real question, however, concerns not the time or lack of it we provide for thought, but the value we place on thought. What standing does thoughtfulness enjoy in the community-at-large? What great works of contemporary literature assign importance to thought or make heroes of thoughtful men? Action, accumulation, diversion—these seem to be the great imperatives. We are so busy entertaining ourselves and increasing the size and ornamentations of our personal kingdoms that we have hardly considered that no age in history has had as many loose props under it as our own.

It flows from all this, doesn't it, that we can't be expected to meet the problem at its largest unless it engages our thoughts and our concerns, unless we have some big idea that we are ready to put to work?

Q. Do you mind if we stop here for a moment to get our bearings? Repeatedly, since we began this dialogue, you have kept hammering away at the same question: What are people in general concerned about, and what are they thinking about—if they are doing any thinking at all, that is. Why is it important that we have such a clear idea of what it is we consider important?

A. I'm glad you put it just that way. For the essence of what we have been discussing tonight is just that. A man who does not know that his house is on fire is not going to save his house. Similarly, a man who knows his house is on fire but has no ideas as to what can be done about it is not going to save it either. A people who allow their thoughts and energies to be diverted by what are actually secondary questions can't be expected to solve the main one.

Q. Are you trying to say that our house is on fire and we don't know it? If so, I'd like to question that, if I may. It seems to me we are all extremely aware of the major question of our time, which has to do with the struggle between Communism and Democracy. Similarly, it seems to me that the papers are full of frightening headlines about other questions, such as Suez, China, and all the crisis centers we mentioned earlier.

A. That's just my point. None of these questions or problems is the main one. Communism can die out in the world and the central question will still be with us. The Suez crisis can blow over, as I hope it will, but other crises just like it will erupt.

Q. Well, what is the main question or problem if it isn't Communism today?

A. The main question can be simply put: How much importance do we attach to human life? What value do we place on the nature of man as we understand it? Are we willing to accept a total claim on us of unborn generations—that is, are we sufficiently concerned about what will happen to future generations, to dedicate ourselves to people we will never know? That is what I mean when I ask: How much importance do we attach to life in human form?

Q. But why is this the real issue?

A. It is the real issue because not solely human life but the nature of human life today is threatened. For there is a far worse prospect than the extermination of the human species. It is that the species of man could be changed as the result of another war, or even as the result of fusion explosives without war. The neutrons released by these explosives can twist man's genes all out of shape and leave their hideous mark on generations to come. In this way unborn generations will be punished for our failure—principally for our inability to understand what is important in our time and what is not.

Q. Are you being a little melodramatic about this?

A. That's just it. In our daily lives, we are so far removed from the basic reality that the moment we catch a glimpse of it we dismiss it by assuming it is an exaggeration. You know, the loss of 200,000 lives in Hiroshima wasn't the only bad thing about the first atomic bomb in history.

Q. Why is that?

A. We used up our imagination and had almost nothing left for the reality beyond it. This reality is clouded over by such terms as megatons and ICBM. It is lost in a forest of fancy scientific names and technical concepts. But it is essential nonetheless that we comprehend it and deal with it. Can you tell me the difference between the bomb exploded over Hiroshima and the fusion bombs that have already been test-exploded over the Pacific and in Siberia?

Q. Just that the new ones are far more powerful.

A. How much more powerful?

Q. Many times, I should judge.

A. Many times is a gentle way of describing it. Suppose a large American bombing plane with a Hiroshima bomb in it could take off every hour, day and night. Do you realize that this would go on for almost two months, hour after hour, day after day, before the total power of all these atomic bombs would match the power of a single hydrogen bomb that has already been tested? Just in terms of the equivalent dynamite: It would take 500,000 trucks, each of which carried 20,000 pounds of TNT, to match the explosive power of a single H-bomb. Just putting all these trucks in single file would stretch almost twice around the world. Let's keep at this for another moment.

Now let us imagine a procession of human beings—every single human being on earth—more than two billion of them—each carrying 20 pounds of TNT—enough to destroy every human being on earth and his possessions, when distributed evenly in this fashion—if you can imagine this, you can begin to have some idea of the new apocalyptic playthings that are now in existence and that are ready to be used.

Q. I admit this does stretch the imagination somewhat.

A. Think back now to the end of the last war. You can recall, can't you, hearing the observation that it was a lucky thing that at least man had dramatized what the new warfare would be like. It was said that the atomic bomb had at least alerted man to its presence. But the atomic bomb alongside the hydrogen bomb is like a peashooter alongside the cannon. Indeed, the atomic bomb itself becomes merely the matchstick that touches off the hydrogen explosive. There are no limits—literally no limits—to the explosive power of an H-bomb. If you gave the scientists the assignment of constructing a hydrogen bomb powerful enough to fracture the earth and alter its orbit—they could do that too. And yet the implications of this power are not generally known. There is no general awareness of the significance of this force or its implications not only in war but in peace.

Q. In peace?

A. Yes. No one can say that the test explosions which have been made so far do not represent a potential health hazard to the human race. In the debate over radioactive fallout it is important to know that there is no disagreement over the fact that radioactive strontium is released by nuclear explosions; no disagreement over the fact that detectable amounts of such radioactive strontium are now in every quart of the nation's milk; no disagreement about the fact that the fallout will continue for many years to come, if not another bomb is dropped. The disagreement concerns the tolerance limits of human beings to radioactive strontium. What is the correct amount of radioactive strontium in a human being? One hopes that all the governments now settings off nuclear explosions—the Soviet Union, the United States, and Great Britain—will recognize that the correct amount of strontium in the air or in the human body is no strontium. Moreover, the most serious aspect of the threat is represented by the violation of man's genetic purity. The neutrons released by the hydrogen explosives pierce the genes and alter them. The result may not be

apparent or visible right away, but it may assert itself in a weakening of the generations to come or even produce freaks or monsters. A mutation is not out of the question.

Q. Surely you can't be serious about this. Are you sure that you haven't been reading something in a "science-fiction" magazine or perhaps something from one of the Sunday supplements?

A. It's interesting that you should say that, because it is exactly the reaction one gets when one discusses this question. I fear that people today not only do not have a working awareness of what the threats to the nature of man are, but they seem inclined to think that this talk can't possibly be more than the usual Sunday supplement stuff. Maybe that's the trouble with our age. We've grown up with one idea of reality and won't part with it even when a new reality obliterates the old. I guess you can't blame us. The new reality is a blistering one; we don't want to be scorched by it.

Q. Yes, I see what you mean. I just wanted to be sure that the earlier statements you made about the danger to man's genetic purity weren't perhaps made a little over-dramatic for the purpose of driving home your point. I'm not criticizing you for it; after all, this is what good editors are supposed to do.

A. I wish it *were* in my power to make it dramatic. As it is, I have contented myself with what may actually be a minimal view. If you really want a picture at its starkest, I suggest you consult Dr. H. J. Muller, America's leading geneticist, who knows the danger of race poisoning by radiation to be real.

Q. I'll accept that. But there's one thing that puzzles me. How do we know that these changes to the human genetic structure that can be caused by radiation—how do we know that these changes will not actually be beneficial?

A. According to the geneticists, these changes weaken and do not strengthen the creatures that are involved. At least, that is what the tests on other living organisms seem to indicate so far. And so, if the thought that crossed your mind was that radiation might not be so bad after all if it produced a better breed of men—if this was your thought or hope, I'm afraid it probably wouldn't work out that way. In fact, there is now some reason to believe, although this is probably purely speculative, that it remains for our generation to furnish the proof—

not for a Theory of Evolution, as Darwin suggested, but a Theory of Devolution.

Q. A Theory of Devolution? Just what do you mean by that?

A. Literally the opposite of the Theory of Evolution. Instead of being of an evolutionary spiral, producing a more complex being which is increasingly able to hold his own in the struggle against the forces of nature, man may now be reversing that process, may now be producing the conditions under which he will devolve into a lower species.

Until now man could perform all sorts of assaults on himself; he could cheapen life, debase it, cripple it, and kill it. But he could not get at his own germ plasm, locked securely in the inner being of each of his cells. But now through radiation this last fortress of his physical integrity can be pierced. The radiation he himself is able to produce but is unable to control can violate his genetic purity by changing the structure of the human cell. If the radiation is sufficient the final barrier to a human mutation may be removed and the descent to the lower orders of life may proceed.

The Theory of Evolution, forecast by Buffon, speculated on by Lamarck, and developed by Darwin and Wallace, had never been proved because in six thousand years of recorded history a major change from one species into another had never been scientifically observed. But life in various forms has existed on this planet for several hundred million years and our knowledge is confined to a puny fraction of that period. As it concerns the history of man himself we have only the vaguest ideas about his age on earth, whether it covers a million years or considerably more or less.

At any rate, even without proof, Darwin's carefully assembled ideas have seemed reasonable enough to the scientific intelligence to be accepted as a working theory. It is possible that there can be, and probably has already been, retrogression of the species. Man may have gone up and down the ladder of evolution several times during his hundreds of thousands or millions of years on earth. It is at least theoretically possible that he has built other civilizations as complex as our own and suffered the same inability to operate them. He may have surged as far ahead in his inventiveness as we have done, but may have been just as deficient in creating the basis for sanity in the relations between the various groupings into which he was divided. No one can say that our generation is the first that has played with nuclear energy

or that there may not have been earlier uncontrolled situations in which radioactivity brought about a whole reshuffling of species.

If limitless knowledge and applied science can create an environment in which man's basic existence is threatened, he may respond or adapt by sinking far enough in the order of intelligence so that science is beyond his reach, whether for good or evil. The tendency of nature may be to push the forms of life upward through a process of natural selection, as Darwin argued, but it may also be true that man has cooperated in this natural process only up to a point. That point in the past, as it seems to be in the present, may be a point of maximum power and maximum opportunity from which he abruptly veered away, turning his power on himself and the essence of his being.

Q. Now I am beginning to see the significance of your earlier remark that our ability to meet the challenge before us depends less on the importance we attach to present-day issues than to the importance we attach to the meaning of life itself; in particular, to the importance we place on the rights of the next generation.

A. That is precisely what I have been leading up to. The real threat before us is not represented primarily by, let us say, the ideological clash between Democracy and Communism or any of the other issues that dominate our thinking. Our ability to survive will depend on the value we place on the lives of those who come after us. For the principal threat today is to the unborn generations. And if our philosophy of life is so threadbare that it tries to cover only our own individual place in time and space, then the actions that will flow out of that philosophy will be almost irrelevant in terms of what the problem requires. And the problem requires knowledge, feeling, dedication, a sense that we have obligations to those who come after us, an ability to sacrifice if sacrifice may be needed, a capacity to give birth to the big ideas that are literally large enough to hold the world, a capacity to respond and to put to the utmost that which is within the reach of man.

Q. Whew! That's quite a mouthful. It may take me a little time to get it all down, but at least I grant that it flows consistently from everything you said leading up to it. Yet I wonder whether modern man—or man at any time, for that matter—really cares about the next generation, or can be made to care. The horizons of a man's life and thought are shaped by the people and the things around him.

A. It is because of what you have just said, rather than despite it, that I believe man's concerns can be enlarged to whatever extent they have to be in order to qualify him for survival. All man has to do is to enlarge his concept of immortality in order to make the great identification with the future that will enable him to do the things that are now necessary.

Q. But isn't immortality exactly the opposite of what you are talking about? Immortality is supremely personal. It requires no identification. It is the projection and perpetuation of self.

A. Can't you regard immortality in other than purely personal terms?

Q. That's not easy. Immortality is the most personal thing I can conceive of. Now you are asking me to depersonalize it? No, I don't think I can do it.

A. Try changing your focus on it. Forget for the moment such meaning as immortality may hold for you. Think rather of your method of considering it. To be specific, can you conceive of immortality without continuity of personal memory?

Q. No. How can I be expected to contemplate the meaning of immortality if my immortal self would not know who my mortal self was, which is what would happen if you deprived me of continuity of memory. Obviously, I would have to know later who I am now. And I want to know now that I shall know this later.

A. So that if you are to find meaning in anything, you must retain some connection with your own experience?

Q. Isn't it natural for me to want to do this?

A. It is natural enough. I am merely asking if you would be willing for the moment to consider an immortality in which the personal factor would not be predominant.

Q. That seems to be a contradiction in terms. The moment the personal factor ceases to be predominant, we are not talking about immortality, but about something else.

A. But suppose it is actually a higher immortality?

Q. A higher kind of immortality?

A. What I am trying to get you to agree to—for the moment, at least—is the proposition that a higher immortality may actually be of a kind in which your own place in it might be as something other than

the personal you. Suppose you were to lose all memory of past events, perhaps as the result of an accident. You would want to continue to exist, would you not, assuming you were otherwise uninjured?

Q. Yes, I would want to live.

A. Now, it is clear enough that you would say life is worth living if the questions were put to you *after* your accident. I want to make sure that your answer would be the same *before* such an accident, assuming there was some way you had of knowing that such a serious accident would occur and that your memory of your life up to the accident would be destroyed.

Q. My answer would be the same. There is much more to life than memory. There is the enjoyment of living; there is life itself.

A. I was hoping you would say that. If, therefore, you see an even more vital connection with life itself than with personal memory, wouldn't you accept the concept of a hereafter in which you had a part even though you would have no knowledge of who you were in this life?

Q. I don't suppose I would rule it out.

A. If existence or consciousness is desirable, you would welcome it, would you not, even if you had no memory continuity?

Q. I don't know, you confuse me.

A. I wonder whether your thinking has been so tied to the idea of a thoroughly personal immortality that you are unwilling to accept any other kind? Why should you insist on immortality only on your own terms?

Q. When you put it that way, I suppose I would accept immortality on almost any terms.

A. Apart, therefore, from the question whether a hereafter is worthwhile without personal memory, do you now believe that a hereafter is possible on a less egotistical basis?

Q. I suppose so. But what good would such a hereafter do me?

A. What is it you expect in the hereafter? Do you crave pleasure?

Q. Well, no, but I certainly don't anticipate pain.

A. Do you crave great honors in the hereafter?

Q. I don't think so.

A. Do you crave heroic deeds, wisdom, riches, health? Exactly what do you expect, what do you ask, of the hereafter?

Q. Well, I am not quite sure. I suppose all I expect is peace of mind. I want to be saved from an eternity in death.

A. But beyond the fact that the idea of death is repugnant, you have no specific ideas as to what you expect beyond life.

Q. No, I suppose not.

A. Isn't non-death a rather limited idea? Shouldn't your quest for immortality involve more than the mere desire to avoid a shattering blow to your conceit?

Q. It should; but it doesn't seem an easy thing to wish for.

A. If you were searching for life without design merely to escape from the discontinuation of self, then surely you must recognize that such escape is the result of the excessive claims of an unreasonable ego?

Q. I guess so. But what about my soul?

A. When you ask about the soul, you must mean that the soul consists of higher things and is far above the petty limitations of ego?

Q. That should be my guess. Am I wrong?

A. I am just asking whether you make such a distinction.

Q. Yes, I guess I do.

A. Therefore, if the soul is above the excessive demands of the ego and if continuity of memory is what is most expected of immortality by the ego, then it should make no difference to the soul whether there is such continuity or not?

Q. That would follow.

A. Would it not also follow then that man ought not to reject immortality only because of the ego's insistence on personal memory? If the soul or spirit is immortal in an entirely different sense, it may, in fact, represent a much higher form of immortality than the conventional one.

Q. I begin to see your point.

A. Since you are now willing to make a distinction between soul and ego, placing the former ahead of the latter, are you also willing to accept the concept of soul without personal memory?

Q. For the moment, yes. I'm eager to see how the rest of your structure is going to be built.

A. Let us proceed to the time aspect of immortality. How long does immortality last?

Q. That's easy; immortality is forever.

A. Suppose immortality did not last quite that long, but long enough. Would you reject it on that score?

Q. How long is long enough?

A. Suppose immortality for you would stretch ahead only as long as the combined years of every man whoever lived? Suppose that you had 10,000 billion years of hereafter, would you reject immortality on the grounds that that was not long enough?

Q. Well, once you put any limit on immortality, it ceases to be immortality. Still, 10,000 billion years is a long time.

A. You would not reject it, then?

Q. No, I would not reject it on that score. But I don't know why you selected that number.

A. That number is purely hypothetical. At a rough guess, it is intended to represent the total number of years lived by every person since the beginning of man. If you feel both a direct biological and spiritual connection with every human being who has ever lived—if you can conceive of the immortality of the bloodstream or of the human spirit—then you are already in possession of at least 10,000 billion years of immortality. And if you can make the great identification with every human being now alive or who is to live, there is the prospect of many more billions of years ahead.

Q. As you describe it, you make me think that this is almost too much accumulated immortality for one man to bear.

A. Very well, then, let's make it less astronomical. If the human race has existed for 600,000 years in its present form, then your genes or your bloodstream or whatever it is that represents the "renewable you" has in fact been in existence for that length of time.

Q. Yes, I follow that. In fact, I almost prefer the smaller figure. It somehow makes it seem more intimate.

A. You agree, then, that the proof of your immortality is in the fact of your own existence? Descartes saw proof of existence in thought. He might also have said, "I exist, therefore I am immortal." For the "personal you" is periodic and evanescent; the "renewable you" is eternal and immortal. At least to the extent that the human bloodstream or human spirit itself is immortal. I use "bloodstream" in the symbolic sense; technically, of course, we are talking about genes. The

only remaining question is whether the human being is capable of recognizing this bloodstream as the headwaters of his immortality. Don't you see that there is nothing really elusive about the immortality of the species except our inadequate comprehension of it?

Q. You mean that the answer lies in the imagination?

A. Yes, if by imagination you would also include the ability of a human being to raise prodigiously the threshold of his awareness so that he sees himself for what he really is—one cell of the immortal body of man. Wouldn't it follow from what we have discussed, that the higher immortality depends on an inspired acceptance of the concept of human brotherhood? Isn't the essence of immortality the acceptance of the reality of human brotherhood?

Q. I think I see this, but I am not sure.

A. If man can truly comprehend the reality of the family of man and his place in it, if he truly regards the human bloodstream as the headwaters of his immortality, won't he thereby have the philosophical and spiritual preparation he needs for making the essential identification with generations yet to be born? Isn't recognition of the reality of human brotherhood the prerequisite for an elevated threshold of awareness that can make a safer and better world?

Q. You are telling me that the immortality of the species or of the human spirit is a richer and deeper concept than the more limited form of personal immortality?

A. Yes. I want you to agree that the pathway to a realizable immortality is the idea of a true brotherhood of man.

Q. But I am troubled. Must we wait until a true brotherhood of man exists before we have a better and safer world?

A. No. The fact of human brotherhood exists. It is merely the general recognition of such a brotherhood that does not exist. Human brotherhood should be central in all our thinking, but it is not. Nor does it yet serve as the basis for our day-to-day actions or our working philosophies or our behavior as nations—but this does not change the oneness of man. It is oneness without recognition that defines man's imperfect knowledge of himself and his fellow man.

Q. Are there other implications?

A. The implications are endless. You live in others; others live in you. So long as any man lives you have life. Therefore, your passport

to immortality, to be valid, must have the stamp of the human community on it.

Q. But what happens to the human ego of all this? I confess I'm rather fond of my ego. And you've just about put it out of business. You've made my ego seem like a vestigial structure—just like an appendix.

A. I didn't mean to. The comparison of the ego with the appendix is not entirely apt, although the ego can become dangerous when inflamed. Man's ego is necessary. It is the source of his pride. It is the basis of personal achievement. It is a fundamental resource of human progress. Man needs to be recognized; he needs to be known by his good works; he needs to be loved.

In all these respects, the ego is important and indispensable. The concept of human brotherhood would be impossible without it, for no man can truly know love for others unless he can respond to it himself. But if the ego governs absolutely, then man loses his vital balance and is ruled solely by his own tastes and needs—and becomes hostile to his own nature.

Man's higher self is to be found in his identification with his fellow man. An unbridled ego, therefore, will destroy the harmony on which his emotional well-being depends. Thus the need to transcend the ego. And when we do this it satisfies us in different, certainly more fundamental, ways. In fact, you might almost say our satisfactions are reversed.

Q. Reversing our satisfactions? What does that mean?

A. It simply means that as we begin to shape our lives on the working acceptance of the brotherhood of man, our ego becomes less and less dictatorial and unreasonable. And when the concept of human brotherhood takes on the dimension for us of a living reality, we will have succeeded in liberating ourselves completely from the tyranny of the ego.

Such liberation can do strange and wonderful things in terms of our satisfactions. Our supreme satisfaction will be derived not from our ability to amass things or to achieve superficial power but from our ability to identify ourselves with others and to share fully in their needs and hopes. In short, for fulfillment, we look to identification rather than acquisition.

Q. This sounds fine in theory, but I am not sure I see it as a working reality. It takes two to share something. If I think another man is my brother, and the other man happens to disagree with me, how do I go about convincing the other man? In fact, if I push your brotherly love too far, am I not likely to have the satisfaction of a punch in the nose? And unless I'm mistaken, haven't some of our longest and bloodiest wars come about because some people have happened to get the notion that other people should be their brothers whether they liked it or not?

A. I'm glad you put it this way. It is one thing to say that part of you comes to life in other human beings and that you are therefore affected by their hurts and their needs or their moral splendor, and quite another thing to say that you are their appointed guardian. In the former case you are fulfilling your true nature. In the latter case, you are not transcending your ego but are only stretching it.

Q. This I can accept. I can see the distinction between a sense of human brotherhood and the distorted idea that one must dictate his brother's fate. But, as I asked a moment ago, I still wonder whether it isn't too easy to erase the narrow line that separates the two. How do we go about pursuing the concept of human brotherhood without inevitably coming into conflict with our brothers?

A. A good point. As you said earlier, some of the bloodiest wars in history have been carried on in the name of brotherly love. Certainly it is possible for man to make the great identification with other men without attempting to dominate them. In fact, the identification is false if there is any will to dominate. If the identification is real, then there is no desire in one man to harm another. Rather, a man will think in terms of mutual growth and respect and will do what he can to create the conditions in which such mutuality is possible. This mutuality affords satisfactions far deeper than those usually fed to the ego.

Q. But isn't competition a law of life?

A. If by competition we are thinking of a certain zest for life, a desire to do one's best according to the rules of the game, and a respect for the other fellow's chances under the same rules, then such behavior is a healthy outlet for man's competitive characteristics. But if by competitiveness you mean the rule of the jungle in human affairs,

then man is doomed, for it is only a question of time before his combative skills and weapons reach the point of absolute annihilation.

Q. Therefore, I rephrase my question: Isn't combative competitiveness a basic law of life?

A. Man is an infinitely malleable creature with a profound capacity for making adjustments related to his survival. And once enough men understand that the conditions of survival today require a greater sense and spirit of mutuality than ever before, we are apt to experience some of the strongest and most important changes in human history.

Q. Is there any real chance that man will actually convince himself of the need for fundamental change?

A. I don't think I said that there is a need for a change in the fundamental nature of man. The words I used were intended to refer to what are supposed to be his predominantly competitive characteristics. There is just as much evidence to indicate that man responds to kinship or sacrifice or lives as he does to the competitive side of his nature. In any event, he does not have to go against his basic nature in subduing his jungle habits. He has merely to assert what already exists deep within him; namely, a sense of brotherhood.

Q. I am not sure I grasp your meaning when you say that man fulfills his nature when he lives out the idea of human brotherhood.

A. Nothing is more basic to man's nature than his profound capacity to find satisfaction in sacrificing for others. We have heard a great deal about the tensions and pressures that build up inside man when he fails to find an outlet for his aggressive drives or for any of the less salutary aspects of his behavior. But it is also true that man suffers great uneasiness when he fails to find an outlet for his natural goodness. No man can be truly at peace with himself if he lives under his moral capacity. When he is blocked from identifying himself with others, when he is cut off from the larger part of himself—mankind—he develops all sorts of troubles of the psyche; he becomes neurotic.

Q. Must I sacrifice in order to be happy?

A. "Sacrifice" is a big word. Let us say "identify" in a way that would include sacrifice but not limit it to that. And the business of identification works both ways. There are no limits to man's ability to respond to appeals made to his natural goodness, just as he has an enormous capacity for response to sacrifices made by others for him.

In fact, it is doubtful whether there is any greater power in human affairs than is exerted through the example of man's love for man.

Q. But we can't all become Gandhis or Schweitzers. We are merely men.

A. Did you say "merely" men? There are no "mere" men. Moral splendor comes with the gift of life. Each man has within him a vast potential for identification, dedication, sacrifice, mutuality. Each man has unlimited strength to feel human oneness and act upon it. If the use of this strength is genuine, the power will make itself felt. A man may have no jurisdiction over the fact of his existence, but he holds supreme command over the meaning of that existence. The tragedy of life is not in the fact of death, but in what dies inside man while he lives.

No man need fear death; he need fear only that he may die without having known his greatest power—the power of his free will to give his life for others. If something comes to life in others because of you, then you have made an approach to immortality.

Q. Your mention of immortality at this point brings our discussion into a full circle, does it not?

A. We began by considering the predicament of modern man. This led us to his single greatest quest, which is for immortality. Then we tried to show that man need not compartmentalize his concept of immortality, and that there is a basis for complete integration among all the prime elements of his thought and action and being, involving spiritual and philosophical belief, scientific progress and political objectives, and ethics. Finally, this led us to a consideration of the word "man."

The moral man isn't necessarily one who has never experienced the struggle between good and evil. The moral man is one who recognizes the existence of such a struggle and does not shrink from it.

Q. Is this the only test of the moral man?

A. Not entirely. If you are looking for a single yardstick by which to measure the moral man, you might say that the moral man regards the total well-being of the world, or the lack of such well-being, as flowing out of his own integrity and conscience, or the lack of it. This doesn't mean that he has responsibility for everything that happens in the world, but he feels that what he thinks and does have consequences which extend to all men. In this sense, he finds the world in his mirror.

Q. I think I see now why you began by emphasizing the individual's own relationship to the problems of his age—as well as his responsibility to the age yet to be born. I think I see, too, the direct connection between the question of war and peace and the kind of approach the individual needs in order to meet that problem effectively. In fact, unless I am mistaken, it seems to me that everything we have said in this dialogue points to the fact that the crisis of our time is a crisis in awareness and knowledge. Isn't that right?

A. Yes.

Q. And our ability to survive will depend on our awareness of the real issues, a capacity to think about those issues, and finally, effective action; that is, action made effective precisely because it is knowledgeable. Isn't that what we have been saying tonight?

A. Yes.

Q. Then doesn't everything we have said also constitute a direct challenge to everyone involved in the enterprise of education?

A. I would hope so.

Q. Well, I think you ought to know that you're talking to the right people. In a very large sense, those who are here tonight are the leaders of American education. In fact, they are the generating machines of ideas in America.

A. I am well aware of that fact.

Q. And while they are not self-conscious about this—at least, not too self-conscious—they do have a strong feeling of responsibility. They would like to be as effective as possible in terms of the challenges we discussed here tonight.

A. I am aware of that, too.

Q. And they would like to feel they are playing a real part in meeting the issues we discussed tonight.

A. That is most encouraging.

Q. But if I may say so, your road maps are not too well adapted for our purposes. Your starting point and your destination are marked in clearly enough, but I'm not sure I see how we get off the small roads and onto the super highways that will take us to where we have to go.

A. I plead guilty to the charge. I deliberately avoided a detailed map or blueprint. In fact, I think it impossible to construct one. What is most needed today is a strong sense of destination—or, briefer still—

a strong sense of destiny, and the development of the moral imagination by each individual in determining how best he himself can accelerate his own journey.

Q. I'm not going to let you off that easily. Be specific, now; what would you like people in education, or people concerned with education—what would you like them to do? Imagine yourself in a classroom. What would you do?

A. When you put it that way, I'd probably take the first tranquilizer. Seriously, there is a great deal the school can do in terms of the large problem before the nation. Indeed, if the school doesn't do it, it's rather doubtful that it can be done at all.

Q. Therefore, I repeat: What does the school do?

A. It seems to me the first thing the school does is to accept its own limitations.

Q. One minute, please. It seems to me that if an educator is conscious of nothing else he's conscious of the fact that he has to operate under a very severe statute of limitations.

A. That's not quite what I had in mind. What I meant was that the most important thing a school can do today—whether secondary school or college or professional school—is to convince its students of its own limitations. That is to say, the main task of the school today is to make its students aware that they will have to be on their own so far as the most essential part of their education is concerned. The contours of knowledge, both general and professional, are changing so fast in our time that a school can consider itself successful in direct proportion to its ability to prepare its students for gaining the larger part of their education on their own, and for keeping their intellectual inventory current. This means the individual must be prepared to accept the responsibility himself for revising and revamping his knowledge as he goes along. The individual can call himself truly educated only when he can make balanced judgments about the validity of such information or knowledge as he possesses alongside new accretions of information or knowledge, integrating it with the old, or sorting or discarding as may be required. In short, the individual should be prepared by his education to be an obsolescence-spotter. He should possess advanced skills for knowing when knowledge or developments have become, or are about to become, obsolete. He should have something of a built-in radar for detecting new forces coming up

on the horizon that will exercise a profound effect on his own special field of knowledge or on life in general.

This is not just the responsibility of the scientist or physician or engineer whose very livelihood depends on keeping up to date. The problem of change in the modern world is the central problem facing every citizen. Historical events which formerly were spread out over a century or more are now injected with plunger speed into the bloodstream of our society. If the body of our society is prepared to alter its metabolism to accommodate the injections of change, we stand in a fair position to create a healthier world. If we are not so prepared, then we can expect all sorts of disorders and distempers, with the result that society will become progressively weakened, floundering and flailing, and depending for its recovery on accident and chance instead of upon the swift and certain tools of the rational intelligence.

In today's world, an individual has to know four or five times as much as he did only a generation ago just to get by. Even apart from his own occupation or profession, he has to make responsible judgments about this nation's relationships with some 80 nations in the world. He has to know something about the relationships of other peoples to each other. He has to know something about the culture and the customs and the political and economic forces of the overwhelming majority of the world's peoples. He has to know something about momentum and the rate of change affecting places he has never been to in the world. He has to be able to assess the most effective means of keeping the majority of the world's peoples from making decisions that affect the United States adversely. He has to know how to parry wisely and judiciously the challenges being made for the leadership of the majority by the Communist world. He has to make decisions concerning our military position in the world, whether with respect to creating new nuclear weapons or reducing and controlling the ones we have.

Government cannot and should not make these decisions by itself. No government is wise enough to make all the ultimate decisions for a people. Indeed, no democratic government has the right to make such ultimate decisions without the fullest participation by its people.

Basically, however, the biggest job of education is to prepare an individual to anticipate the problems of later generations. And that means identification.

Q. I see that we have made our main point. Isn't there a single statement that can sum up everything we have said—especially as it concerns the need to identify?

A. You are a single cell in a body of two billion cells. The body is mankind.

You glory in the individuality of self, but your individuality does not separate you from your universal self—the oneness of man.

Your memory is personal and finite, but your substance is boundless and infinite.

The portion of that substance that is yours was not devised; it was renewed. So long as the human bloodstream lives you have life. Of this does your immortality consist.

You need not believe that humankind is an excrescence or a machine, or that the myriads of solar systems and galaxies in the universe lack order or sanction.

You may not embrace or command this universal order, but you can be at one with it, for you are of it.

You see no separation between the universal order and the moral order.

The expansion of knowledge makes for an expansion of faith, and the widening of the horizons of mind for a widening of belief. Your reason nourishes your faith and your faith your reason.

You are not diminished by the growth of knowledge but by the denial of it.

You need not be oppressed by, nor shrink before, the apparent boundaries in life or the lack of boundaries in cosmos.

You cannot affirm God if you fail to affirm man. If you deny the oneness of man, you deny the oneness of God. Therefore affirm both. Without a belief in human unity you are hungry and incomplete.

Human unity is the fulfillment of diversity. It is the harmony of opposites. It is a many-stranded texture, with color and depth.

The sense of human unity makes possible a reverence for life.

Reverence for life is more than solicitude or sensitivity for life. It is a sense of the whole, a capacity for inspired response, a respect for the intricate universe of individual life. It is the supreme awareness of awareness itself. It is pride in being.

You are a single cell. Your needs are individual but they are not unique.

You can believe in the natural goodness of man, and in the dominant power of ideals and effective action.

You can believe in personal responsibility. When you enter your home you enter with the awareness that your roof can be only half built, for half your brothers on this earth are homeless. And your table can be only half set, for half the men on this earth know the emptiness of want.

When you walk through the streets of your city you walk with the awareness of the shattered cities beyond number that comprise the dominant reality.

When you think of peace you can know no peace until the peace is real.

Our dedication, therefore, is to the cause of man in the attainment of that which is within the reach of man.

We will work for human unity under a purposeful peace. We will work for the growth of a moral order that is in keeping with the universal order.

In this way do we affirm faith in life and life in faith.

We are single cells in a body of two billion cells. The body is mankind.

The Goal of Personnel Policies¹

L. D. HASKEW

*Dean, College of Education
The University of Texas*

THE besetting sin of social institutions is their almost unfailing tendency to transform means into ends.

Social institutions come into being because people want ways of getting things done, regularized means for achieving ends they seek. The institution provides these ways, centers its attention upon improving them. Before long, those connected with the institution become more and more absorbed in the machinery of the institution. Gradually, they make gods of the machinery and oftentimes in the process lose sight of the reason for the existence of the machinery. Organization, administration, and policies of the institution become ends in themselves, establishing their own criteria, becoming prime measures for evaluating the institution itself.

This Conference is dedicated to an examination of some of the machinery of a social institution. The institution is organized education. The machinery is personnel policies and practices in organized education. Participants in this Conference will deal with such matters as recruitment devices, salary scheduling, employment policies, certification standards, in-service education, and faculty participation in program planning. Each of these matters could easily be treated as an end in itself. As a matter of fact, they have already been so treated to such an extent that their original purpose is becoming faint and almost forgotten. Instead of being used as tools, all too often have they been treated as shrines for worship. But they are not fit objects for worship. They *are* fit objects for attention if, and only if, they are means for achieving a goal. It is imperative, therefore, that we begin these sessions by once more reminding ourselves of the goal of personnel policies.

¹Keynote Address delivered before the Washington Conference, June 26, 1957.

That goal is competent teachers, competent teachers at work in surroundings and under conditions which give maximum encouragement to the display of competence, competent teachers who are becoming constantly more competent. The key word in this statement of goal is the adjective "competent." Personnel policies for education are not worth much attention if their end is simply that of keeping the schools staffed with personnel called teachers. They are dangerous if they are seeking to protect the vested interests of an "in" group against the assaults of an "out" group, or merely to guarantee more ease for the souls already in Zion. The pivotal consideration for personnel in education is that they shall be competent.

The times in which we are met place a peculiar obligation upon us to define with some clarity this goal of personnel policies. Friends of education have done a wonderful job in alerting the public to the quantitative aspects of the problem of staffing our schools. Inevitably, however, the result has been to convince large numbers of people that competence is an ideal which must be put on ice; we shall be very lucky, they say, to get anybody into our classrooms. Other warm supporters of education are losing their enthusiasm for the goal of competence because, they say, we professional educators surround competence with so much jargon and hopeless idealism that seeking it is like chasing a will-o'-the-wisp. Highly placed school officials, harried by vacant positions and local pressures for employment, are questioning previous standards and fighting against legal restrictions on whom they may hire.

Professed friends of education are having a field day—complete with handsome book royalties, lucrative lecture engagements, and ego-satisfying newspaper headlines—in attacking such personnel policies as certification regulations, in-service education arrangements, and pre-service educational requirements. In effect, Mr. Bestor and his supporters are proposing a new definition of competence which is being accepted widely as the only definition, perhaps because people do not know that there is any other. The efforts to attract and hold competent teachers by paying suitable salaries are, at best, only half-hearted—at least partially because people do not know what it is they are trying to buy. And to cap it all, the vast majority of the teaching profession continues to tell laymen that the distinction between less-than-competent teachers and competent teachers is so vague and indeterminable that salary schedules should not attempt to recognize the distinction.

We are proposing as a backdrop for this Conference a down-to-earth, highly simplified picture of the competent teacher. We are describing something which does exist, something which can be recognized, something which can be secured. The description is not complete, but it is accurate as far as it goes. Certainly, it is realistic, because it is based upon the performance of flesh-and-blood human beings in the schools of our country. We hope it is something that the intelligent layman, the school board member, and the school official can understand and want. We hope it will serve as a goal for personnel policies.

THE COMPETENT TEACHER

Who are competent teachers? We have literally hundreds of thousands of them in the United States today. We know they are competent not alone because of a certificate they possess or of college credits accumulated, but because of the changes they bring about in the children and youth who are their students. We also have many teachers who are incompetent and we know they are incompetent because of similar evidence, that is, because of what they do or fail to do for the young people in their classrooms. Unfortunately perhaps, competence as a teacher is not something which automatically accompanies getting placed on the payroll of a public or private school.

Results of studies of influence exerted by teachers on the intellectual and other developments of children are terrifying in one sense. While the competent teacher may not always make silk purses out of sows' ears, it appears that incompetent ones frequently make sows' ears out of silk purses, with no one the wiser until it is too late to rectify the wrong. It requires no great statesmanship to staff school classrooms with incompetent persons called teachers; neither does it require any particular intelligence to play Russian roulette.

But, let us hasten to point out that the competent teacher is neither a poem nor a paragon. Occasionally a teacher comes along who approaches perfection, and we are always humbly grateful for him, but he is not the criterion for competence. It is interesting to speculate upon, and write odes to, the ideal teacher, but no one has yet implied that our schools can be staffed in majority with such paragons. We do insist that our schools can be and should be staffed with competent teachers. A competent teacher—or a competent doctor, or a competent lawyer—is a person made up of assets and liabilities. His assets over-

compensate for his liabilities, and his liabilities do not occur in crucial areas. He gets some desired results to a significant degree, and his undesired results are of minor significance. While he is not universally successful in accomplishing what teachers should accomplish, his successes decidedly outweigh his non-successes due chiefly to the fact that he knows his job and practices a profession of teaching.

This workaday, non-technical description of competence as a teacher has been dwelt upon because of two highly practical implications. The first is that competence on the part of the person who is designated as a teacher is a very precious commodity, something that children and youth cannot get along without. The second implication is that the goal of staffing our schools with competent teachers is a hard-headed reality toward which we can make progress.

For more than a century now, we have been trying here in America to produce competent teachers. We have designed and then redesigned and then designed again college programs for educating teachers. We have established certification regulations and have modified them constantly in an effort to guide colleges in equipping teachers to be competent, and to identify those persons who gave promise of proving themselves capable of competent teaching. We have studied the teaching process, the subject-matter content for education, the demands which society places upon schools—and have tried to translate the results of these studies into preparation programs for teachers. We have worked in literally thousands of ways toward the constant improvement of teaching effectiveness. That our efforts have been faulty and incomplete no one can deny, but neither can anyone who knows the evidence truthfully charge that those efforts have been unavailing. We have been successful in having for the children and youth of America unprecedented numbers of competent teachers. Continued intelligent effort has brought desirable results—and will go on bringing such results—because it has focused not upon teachers but upon *competent* teachers. And that brings us back to our original question, "Who are competent teachers?" Just who is it that we are concerned about?

EARMARKS OF THE COMPETENT TEACHER

1. *The competent teacher is, first of all, a person—a live, flesh-and-blood human being with what we call a personality.* And that personality is one whose net impact on young people is wholesome and constructive. A personality which helps other people is nice equip-

ment for any worker, but it is part of the *professional* equipment of the competent teacher. We must be quite clear, however, that constructive personalities come in many shapes and sizes, that there is no single perfect teaching personality. Many persons can develop such personalities, but many persons either cannot or do not.

2. *The competent teacher is also a person with a significant store of useful knowledge.* The competent music teacher knows music, the competent science teacher knows science, and both know considerably more than the average about other fields also. It is regrettably true that some persons are occupying teaching positions today whose store of knowledge is inadequate, and children are being short-changed because of that fact. Very seldom do we find a teacher getting satisfactory results when that teacher's own command of knowledge is decidedly limited. That is one of the reasons we are so certain that the competent teacher must know a great deal. Fortunately, there are far more teachers who meet this particular criterion of competence than there are who fail to meet it. Even so, we cannot be more than partially satisfied with the present status of subject-matter competence, and most certainly we cannot accept with composure proposals that we retreat still lower down the ladder.

3. *A third earmark of the competent teacher is that he has considerable success in selecting important and strategic things to be learned.* "I'll never cease being grateful to Mrs. Johnson; she taught us how to study," is the kind of testimony one hears about competent teachers. Consciously or unconsciously, every teacher makes selections from among the multitudinous things to which learners can give attention and emphasis. The teacher may be joining with other teachers in writing a curriculum guide or drawing up a course of study. Or, he may be deciding on the spur of the moment whether to have more drill on fractions or take up some problems which require analytical thinking. Certainly, he is surrounded by a host of indicators and guides as to what should be done, but the very variety and complexity of his environment are what make his selective function such a high art. Some competent teachers hit upon their selections by a sort of inborn insight, but most of them arrive at success by an arduous road of study and training. Just what that road should be like we are not fully certain, but professional teacher preparation has recently made real strides in equipping teachers to make sound choices. It appears

now, as the possible choices of things which pupils could do become increasingly multitudinous, that this particular know-how will loom even more crucially in determining who is the competent teacher.

4. *The fourth indicator of competence is some decided skill in arranging what pupils do in order that learning will take place.* We make this sound simple. It is anything but that. The competent teacher does not leave learning to chance. Part of his professional equipment is studiously acquired ability to arrange the teaching situation so that most pupils learn to superb levels. He has gained command of many instruments—books, libraries, field trips, sound movies, television programs—and uses them at the proper time and in the proper amounts. He knows where to start and when to start. He commands scientific discoveries regarding the permanence of learning and how learning becomes functional. Very few of our competent teachers are yet as expert as they want to be or need to be in arranging for learning, but they get results that are significant and far better than the results secured by persons attempting to teach without possessing this skill in arranging for learning.

5. *The fifth common earmark of the competent teacher that we shall name is success in establishing constructive, stimulating relationships with individual pupils.* Under current school conditions, these relationships very often have to be established chiefly by mass procedures. However, competent teachers do find ways to supplement their mass procedures with some individualized contacts. Competent teachers, in one way or another, convince large numbers of pupils that learning is really worthwhile and something to be sought after. They help James over a tough spot, cause Mary to develop self-reliance and independence. They spot the "lost souls" and do something to help many of those souls get found or to find themselves. They are kind when kindness is needed, and stern when sternness is constructive. In brief, they serve as the personalized channel between what we call education and the thousands of individuals who are confronted with education. Performing this function ideally is a goal which teachers continue to seek but few ever attain to their satisfaction. Performing it with *some* success, however, is an attainment of hundreds of thousands of persons who have developed professional competence as teachers.

6. *Most competent teachers have a sixth possession. It is at least one well-developed, useful specialty.* Some competent teachers are expert

in working with parents, some are leaders in cooperative efforts to improve the teaching profession, some are able diagnosticians of pupil difficulties. The specialties are as varied as are the teachers, but excellence-in-something might be called an almost universal earmark of the competent teacher.

Here, then, are six earmarks of the competent teacher. Perhaps they are better titled as a list of minimum essentials. They do distinguish, however, the person competent enough to hold a teaching job from just any person who can be hired to hold the job.

PERSONNEL POLICIES AND COMPETENT TEACHERS

Is it possible that the United States can have two million teachers who meet these criteria of competence? Your speaker's answer is that we may have to take fewer but that we should never *settle* for less. Remember, we have at a most conservative estimate at least 600,000 competent teachers today—drawn from a population 50 per cent smaller than the one of 1970, and secured by relatively unenlightened policies of financial investment and public support. We can certainly double the present number, and we have convincing indications that we can go the whole way.

How? Down in South Alabama I heard a curbstome idler ask an old Negro sitting on his wagon, "Jim, where did you find those big water-melons?" "Mister Ed," Jim replied, "I didn't find 'em. I growed 'em." That is the way Americans can have competent teachers—grow them with personnel policies as their tools.

Personnel policies will have much to do with the kinds of persons who do teaching. If teaching itself can be made so attractive that poised and effective persons seek to enter upon teacher preparation, part of the job has already been done. If employment policies give preference to programs of training which involve careful screening, another step forward will ensue. If certification regulations encourage concentration upon the whole person who is to teach rather than upon the transcript of credits, excellent results can be counted upon. If the local school system makes real efforts to promote the psychological and emotional welfare of teachers on the job, constructive personalities will flourish.

Personnel policies are at the center of assuring subject-matter competence for teachers. In the past, our chief reliance for promoting the development of this earmark has been upon legal requirements for

certification. All too often, certification regulations served chiefly as a safeguard for the children against the results of personnel policies that many local districts would have adopted otherwise. They had to be specific, in order that they might be enforced. Specificity has had negative effects, but we should never forget that—all in all—certification regulations have rendered a tremendous service to the cause of subject-matter competence. The time has now arrived, however, when the load formerly borne by statewide legal prescription should be assumed by enlightened, forward-looking personnel policies of local school systems. Or has it arrived? Are local school officials capable of assigning personnel on any other basis than, "Have you got a certificate?"

Personnel policies likewise affect each of the other earmarks enumerated, both negatively and positively. They attract the competent or repel them. They stimulate the application of competence, or discourage it. They bury competence beneath minutiae, sap its vitality with bureaucratic tapeworms, make it socially disreputable by creating a hired-hand morale; or, they release competence by encouragement, recognition, and freedom to be different. They develop increasing competence year by year, or they create satisfaction with present levels of achievement.

What should be the personnel policies for schools of the future? We have proposed that they should be those policies, and only those policies, which seem most likely to achieve the goal of competent teachers, competent teachers at work in surroundings and under conditions which give maximum encouragement to the display of competence, competent teachers who are becoming constantly more competent.

The Next America¹

LYMAN BRYSON

Moderator, "Invitation to Learning"
Columbia Broadcasting System

THERE is no hesitancy at all in my thinking about what is the teacher's job. Even though it is difficult to say what its limits are, to find its depths, or to define all the subtleties that are in it, I think I know what the teacher's job is. The teacher's job is to do everything that can be done to help every individual to be his own best self. This, I think, underlies all of our institutions, all of the need to educate people, all of the things we do. That is why now, being retired from the preparation of teachers, I go on talking over the air and television, writing books, and things like that, because I still want to do just that—help people better themselves.

I want to talk to you about a theme which I did write a book about: "The Next America." "The Next America" is always a better America. It has meant that in the past, and it will in the future.

Your Conference Evaluator read a quotation from Erasmus; that quotation was imbued deeply with the kind of despair that is either noble or cynical, depending on the temperament of a man. This now affects most European literature. I believe in reading that. I believe that it asks us questions that we have to learn how to answer. But I am one who denies, with all the emphasis that I can bring to bear, that it speaks about us. We are not in despair in our country; we are not afraid in our country; we are not declining; we are not going down. Whether Europe will survive the terrific blows which it has had within my lifetime, and the lifetime of some of you, I do not know. Europe may be going down, but we are not going down. When somebody like Gide or Sartre, or some of the rest of them, talk about what is happening to the world, I think it is very important for us to realize it is not happening in America.

¹Address delivered before the Banquet and Concluding General Session, the Washington Conference, June 28, 1957.

I quarrel very bitterly with my friends in the humanist studies, who think that because we ought to help these people we also ought to think they are telling us about ourselves. Actually they are only talking about the general fate of man which is quite a different subject.

Let us go back to being teachers. We live, as we like to remind ourselves until we get tired of the words, in a democracy; and a democracy is essentially an educative state. It is a state which not only supports schools but something far more than that. A democracy is a kind of government which is set up for the purpose of educating people, not for the purpose of creating a great government, a great state, or an empire, but for the purpose of producing the best kind of human beings. This was implicit in what our forefathers said and thought about the Republic although they never got it out. It has only been within the last few years that we have realized the extent to which a democracy is an educative state.

We do not want people to govern themselves simply because they will enjoy good government. It did not take Thomas Jefferson to say that "government rests upon the consent of the governed"; or "they govern themselves better than anybody can govern them." That is not the deepest fact in it. The deepest fact in it is that democracy puts before people the most profound and difficult problems. It is the kind of government which makes them live at their highest level of power and responsibility.

When you think of how we bring up young people, our ways of teaching, putting upon the growing spirit as much responsibility at each stage as it can carry, hoping that out of that experience it will choose and learn from the consequence of its choice, you realize that this is exactly why we have a democratic government—so people can choose and learn from the consequences of their choice.

There is nothing new about this, but let us look at it, because it fits the idea that the greatest thing we can do for any person is to create for him a kind of freedom where he can choose with knowledge (choosing with ignorance is not real choice) and be in a position to see what happens as a result of his choice and learn from that to be the best kind of person that he can be. That is the reason for freedom. Learning is the attainment of wisdom. This has been said by every great religious teacher and every great thinker.

How do you get wisdom? By knowing what has happened as a result of what you have done. If you do not know what has happened

as a result of what you have done, you do not learn. We want a society in which people can watch themselves and see what has happened to them and thus gain wisdom.

There are two things we must face frankly. We cannot run from them or deny them. We should see what we can do about them, for in two profoundly important ways our society has changed to limit freedom. The limits which have been put upon our freedom have their compensation. It has not been all bad. Our freedom has been limited nonetheless, and, therefore, if we believe what we have always believed we have to look to the other places in our lives, the other aspects of our lives, to see where that freedom of choosing and learning can be recaptured.

The two areas in which men have always learned—John Locke stated them; Thomas Jefferson improved upon the statement—are basic in our oldest and most profound American political thinking. These are work and management of their affairs, their public affairs, work and politics. These are two ways men have used freedom and learned by the use of their freedom. Both work and politics are now in a state of highly restricted freedom. Freedom is not what it used to be.

WORK

First, let us consider work. What has happened to freedom of work in a technological society?

We teachers are among the free. We have much freedom in our work. Sometimes one shudders a bit at this statement, but it is true; a teacher is practically responsible only to himself in a classroom. A teacher can do almost anything he wants to do—in the classroom.

As workers we are increasingly restricted. Most of the people in the United States are working at jobs which become more and more mechanized, more and more automatic as time goes on. What has actually happened to the work life, not of us, but that of great numbers of our people, the fathers and the mothers of children and young people we teach? What is going to happen to most of them if they are not fortunate enough to get into the profession where there is still a little freedom left in the work side of life?

They are going to work in assembly lines.

What is the principle of the assembly line?

It is that the skill which used to be in a man's fingers, his nerves, and his heart is now the function of a machine. One does not now go and

find work as was the case a hundred years ago. The job is there; and the worker goes to it. He does not bring skills as a carpenter or blacksmith to the work. The work is there, embodied in the machine; and all the skill is there, embodied in the machine; and he tries to get the chance to serve that machine.

I would not minimize the fact that automation has given us the highest standard of living that the world has ever seen.

In America people have better food, better clothing, better housing, more schools, better teachers than people anywhere else. Goods are richly distributed to the largest population that ever lived under our standard of living. That is something, but it is not freedom. And I would say that the price we pay for it—and that is what you have to decide for yourself—is not too high, provided we know what we are getting and that we can find the old values somewhere else.

The value of freedom does not lie in any special content; it lies in relation to what one is doing and what one does with himself. The principle applies not only to the working conditions in factories but also to the labor unions.

Are they beneficent? Yes.

Do they give the ordinary working people, which is most of our population, men and women, better wages and better working conditions than they ever had before or would have otherwise? Of course they do.

But they do not allow them freedom, nor do they permit them much chance to make a choice and see what will happen. The individual member of the union is as helpless as the individual voter of the Republican or Democratic party to control what happens if his candidate gets into office. He learns practically nothing from his own participation in choosing his leaders.

Unions are collective. Collective action is not free action. It may be beneficent action; it may be the action we want; but I will say—and I think I will stand on this principle—that anything that can be done better by a group than by an individual is of the greatest importance.

Does this mean that it need not be done? Of course not.

Do we want better conditions for our workers and for ourselves? Of course.

Is it important to provide these improved conditions? Yes, it is important in the sense that they must be taken care of before people can turn to something which is really important. People cannot have

a decent civilization until they are free from worry about what they are going to live with or in, how they are going to be clothed, what they are going to be fed, and what they are going to do to get tomorrow's wages. Unless that is taken care of, the higher things, the things that I would insist are higher and more important, cannot be taken care of. These practical things are prior; they must be taken care of first. If this is to be done better (I am not a socialist, although I, like everybody else in my generation, worked myself painfully through that way of thinking) I believe that in the kind of system we have with collective capital and collective labor, government must not act as an umpire but as a kind of third member of a triad. If this condition obtains, we will continue to enjoy the best standard of living, the best material success, that any people have ever had or could have.

What I am saying is that after material standards are achieved, then the important questions begin to press upon a people.

In today's economic life, because skill is passed into the machine and the decision is passed into the great corporation or the great union, there no longer exists my concept of freedom. Something very good is achieved, but it is not freedom in the sense of making choices and seeing what happens. One can make all the choices he pleases, but he does not see what happens because he is only a fly on the blackboard. He does not count for much.

POLITICS

Now, about the other aspect. Politics, which are interwoven into these collectives of labor unions and great corporations, have also become so large in scale that we can only think about most of the great questions without the chance to learn from the results of our own decisions.

Let me comfort you, if you feel the need of comfort at this time, by reminding you of what I said in the beginning: Democracy is the best form of government. Our forefathers knew this. They also knew that the reason for democracy was not that it is the most efficient government.

I have lived under some of the totalitarian governments in Europe long enough to say that I think, on the whole, that democracy, with its open corruption, is far better than the secretly corrupt totalitarian state. I would say democracy with all its inefficiency does far better

in giving people the things they really want than does any totalitarian state.

But the important fact is that in a democracy people have to face and think about the great problems of their country, their time, and their civilization, and this makes them better people.

Because of the vast scale on which things are done in national politics—and I should say almost as much about state politics now—I never know whether my vote really makes any difference or not. I would not say it did not count, because it is the people who say that their votes do not count, who, of course, are outvoted by somebody else. I would say my vote is needed, and I have full responsibility for casting it as wisely as I can. Yet I do not benefit from seeing what happens as a result of my vote. If I do not like the man who is elected, even though I voted for him, I can say I did not have a chance to find out he was that kind of a fellow. If I do like him, I cannot say that I knew in advance, because I never really did.

We have to find other ways of expressing political choice. This is what I am insisting upon. And we have to prepare for these processes in the educational system so that we bring up new generations of men and women in America who will know how to manage the country and manage our civilization. The processes which, in the past, have not been completely rational or intentional but irresistible have given us tremendous power and tremendous material mastery but, in a sense, have robbed us of the chance to be free persons. Nobody intended this result. It has happened as a result of development of machinery, this great power and the good luck America has had in the last 50 or 60 years, with the resulting loss of real political participation.

Where do we turn for remedies? Or for substitute experience?

Well, we are looking for two kinds of remedies. One is to regain the feeling of skill, the feeling of personal achievement, the feeling of using oneself and learning by using oneself. The other is to try to regain control over part of one's political responsibilities.

I am one who believes that the average American man or woman is not what you might think. I would like to put it this way: If you think that by looking at the back of the neck of a taxicab driver you can know what is going on in his mind, you are mistaken. It is the intellectual, it is the highbrow, like you and me, who takes it for

granted that the taxicab driver—and he is my example because he is all kinds, he is all ages, he comes from varied backgrounds—has no higher interests. If you think he chooses to talk only about baseball and the weather because they are the only subjects *he* is interested in, you are wrong. He talks to you about baseball and the weather because he thinks that is all *you* are interested in.

This is not just my imagination. As a working sociologist, which every teacher can claim to be, I know what I am talking about. This is not only true in New York; it is true everywhere else in the United States. The spiritual, aesthetic, and intellectual life in the United States is something nobody really knows. Particularly, Americans do not know it; Europeans sometimes stumble on it.

I was at a conference recently in a northeastern institution of great power and intellectual prestige. A number of people gathered together to decide what has happened to American values. One of the interesting men there was Robert Oppenheimer. Most people who know about Oppenheimer would say, of course, that his contribution to this discussion would be mostly about our scientific achievements, and it was. But once, right in the midst of the conversation, to my astonishment and delight, Oppenheimer said: "It seems to me that people, such as we are, don't realize the extent to which the people of the United States love beauty, love the things of the mind, and how students of the United States, particularly the students in the great midwestern universities, are building a culture in this country which is going to be richer than anybody can imagine."

If I had said that, nobody would be surprised. I was a little surprised when Oppenheimer said it. But he is observant of social as well as scientific facts.

Let me tell you one story which I could match with many others. It is a taxicab story, and it happened in New York. Two friends of mine walked out of the Columbia Faculty Club one day and got into a cab and started downtown. The cab driver made an obvious deduction: "You gentlemen connected with Columbia University?"

They admitted that they were.

He said, "Do either of you know Latin?"

One of the men, Professor Westermann, who told me the story and was probably the greatest classicist living in the United States, said,

"Yes, I think I know Latin. I have been teaching ancient history for 50 years, and I have read Latin since about the age of ten."

The man said, "All right. If you know Latin that well, will you tell me why, when the Latin turned into French, the French lost the neuter gender?"

Westermann said, "I have been teaching ancient history and reading Latin for many years and nobody asked me that question before, and I never thought of it before. But it is true, isn't it, the neuter gender dropped out? It isn't in French, Italian, and Spanish. What happened?"

The driver said, "I don't know. You tell me what happened."

Westermann asked, "Why did you ask that question?"

The driver replied, "Well, I have been a cab driver for 28 years. I have a lot of idle time, and about 20 years ago I decided a good way to spend that idle time would be to study languages. After studying Latin and Greek, I said 'What happened to these languages in modern times?' And I lost that neuter gender, and I have been trying ever since to find somebody to locate it for me."

Now, Professor Westermann did not find this out by sitting behind the taxicab driver and looking at his neck and saying, "A man with that kind of neck would probably know where the Dodgers stand." He found it out by listening, and I find it out over and over again, not only from taxi drivers, but from the man who cuts my grass in the country. I used to cut it myself; I used to be a demon with a power mower. I cannot manage it any more; I hire a man to do it.

The first day he came in he said to my wife, "I can't come on Thursday, Mrs. Bryson."

I know this man. He is a German, retired from an unimportant position.

"I can't come Thursday. That is rehearsal day."

"What rehearsal?" my wife asked.

"I play in the Dutchess County orchestra. I can't work that day. I have to go to Poughkeepsie and learn our symphony."

I could go on with this indefinitely.

So I talk to you about creating a group of young people who can find in the use of their minds and the use of their hands, in reaping all of the treasures which are laid up for them in our civilization, the

loveliness and beauty and thought and the struggles with great problems, the real values in life. You can do it. But do not think you will get opposition from all of their parents or that this country is a desert you are just beginning to water. It is not.

What I am saying—and this is my theme—is that you can recapture the kind of experience people used to get by working with their hands, the kind of satisfaction that men used to get for themselves out of making a cabinet, or putting on a horseshoe, or building a house, or plowing a furrow.

Few people can get that kind of experience out of their work now. The movement of indigenous—call it amateur if you like—art in this country is merely the natural turn of the human spirit to recapture, if you like, on a higher plane, the old experience that our grandparents got out of cooking the best apple pie in the village, or plowing the straightest furrow, or sawing the straightest line in the timber.

We can say to teachers, You can build a generation which will learn to get more for itself out of its own efforts, out of its own participation, not mere appreciation; that is something else and important; that is not what we are talking about. We are talking about actually creating in music and in the arts and in thought and in experimental science. Then you will recapture for the next generation the ability to enjoy the basic human values which, if lost, will cripple the human spirit.

We must also recapture real experience in politics. I do not think you lead a full life without political experience. After all, the Greeks, who knew everything, knew this. The non-political Greek was an idiot (that is the literal word, as most of you know). He was the idiot. He was not part of the community because he had no political interest.

We lose real political experience in the great collectives, so we turn to our communities. The new development of interest in rebuilding communities and taking part in community life is a natural attempt by our people to recapture for themselves the kind of experience that will give them a chance to grow by seeing what happens as a result of their own choices.

Recently, I went to a village of about 2,000 people, ten miles from where I live (I am not in that school district, but I went with a friend who was), to sit in on a public meeting. I have, unfortunately, not

often been at educational conferences where I was not making a speech, so I do not know very much about educational conferences at the grass roots. They were trying to pass a school budget over opposition of people who thought it was too big.

I am a professional dialectician and discussion leader, and making things clear is, in a sense, my business; it is the business of any teacher. And I suffered—I am not joking—I suffered to hear how these village people asked questions but did not get answers. Nobody, neither questioner nor answerer, knew what question was asked or what answer was given. The level of clarity in that discussion, although there was deep passion and fever underneath, was shocking to anybody who likes to have ideas clear.

But these people were taking care of their own affairs. This is the best kind of government, not because problems will be better taken care of, not because the decisions will be better, but because every person in that room, out of the passion, the fever, even out of their confusion as they tried so hard to think through these questions, was the better person and will know something about himself as the returns from their session come in.

Now, that is what we mean by real democracy; not a chance to vote, but a chance to vote in a place where you can learn from your political decision. So, what I am saying to you is that you have got to create a group of teachers—mostly in the high schools—who know that truth is our chief instrument in this country for the continuation of our culture, for making civilization count in the lives of the people. More of our people go to high school, and are there at a later stage in their development toward maturity, than in any other place. It is our last chance to get at most of the people. Sometime it may be in the junior college. Later it may be in the university. But it is now in the high school. If this is not done in the high school, then we will send out people who can be deceived about what freedom is and people who will not have the equipment to use freedom for its real value.

"The Next America" I am talking about will be an America in which, for the first time in the history of the world, people will have put material things on a level of, shall we say, subjugation, getting them down where they belong so that all of the material questions are at least well enough taken care of so that not just a few people, as has always been true, not just the favored few or gifted or rich and

powerful, but most people—after all, this is a democracy—will be free enough from economic pressures so that they will find out for themselves what they are, what they have, and they will do this only if they can find for themselves, in their very highest reaches in the community and in themselves, a chance to do things, to make decisions which will be close enough to the consequences so that those decisions will have some meaning and they will learn from them.

My friends, you cannot learn any other way, and you cannot keep a society like ours fresh and spontaneous and free and individual unless we can make a group of teachers who can teach a group of boys and girls to grow up to be that kind of people.

Part 3

*Overview of Conference
Problems*

Even though it is difficult to say what its limits are, to find its depths, or to define all the subtleties that are in it . . . the teacher's job is to do everything that can be done to help every individual to be his own best self.

—Bryson.

. . . the main task of the school today is to make its students aware that they will have to be on their own so far as the most essential part of their education is concerned. The contours of knowledge . . . are changing so fast in our time that a school can consider itself successful in direct proportion to its ability to prepare its students for gaining the larger part of their education on their own, and for keeping their intellectual inventory current. This means the individual must be prepared to accept the responsibility himself for revising and revamping his knowledge as he goes along. The individual can call himself truly educated only when he can make balanced judgments about the validity of such information or knowledge, integrating it with the old, or sorting or discarding as may be required. —Cousins.

PROBLEM AREA I

Bases for Developing Sound Personnel Policies and Practices

Basic to all other objectives [of education] is that of creating a desire to learn and to use that learning wholesomely. . . . We should establish in clear, concise language . . . the purpose of the school program . . . then we can proceed with the preparation of written policies which will provide those entrusted with the school program the incentive to implement the goals established.

—Luce.

. . . if we are to develop new and better working relationships with our associates we must move out of our self-centered notches and onto the plane where we can maneuver jointly by working with sympathetic understanding and full participation of all members of the team. . . . Only through our identity with our fellow workers, through brotherly love and sympathetic understanding, can we formulate and put into practice effective personnel policies.

—Raver.

THE ROLE OF PERSONNEL POLICIES IN IMPROVING THE QUALITY OF TEACHING SERVICES¹

CHARLOTTE P. RICHARDS

High School Teacher

Ferndale, Michigan

THE goal of any profession is the continuous improvement in the service it offers. The goal of our profession is to assure the most effective teaching possible for the children of America, for our very way of life tomorrow will be determined by the boys and girls in our schools today. As the quality of the teaching in any school system depends largely upon the personnel policies under which it operates, every school system should develop codes designed to assure the finest teaching possible.

Many school systems, however, do not even have written rules and regulations. The superintendent makes decisions as to procedure when the need arises. Perhaps a teacher asks permission of the superintendent to attend a funeral. He says no. She remembers that another teacher a short time before not only was given time off for a funeral but had a substitute provided. Of course, the circumstances may have been entirely different, but from her point of view this is pure favoritism. Resentment, anger, hurt feelings not only affect her as a person but as a teacher. She thinks of all the little extra services she has done which apparently the superintendent does not appreciate; besides she has a lot of unused sick leave. What's the use? All this misunderstanding could have been avoided by having a written set of policies stating what funerals an employee could attend without loss of pay.

The first "must," therefore, is a written set of policies meticulously followed even if they are determined by the superintendent alone.

¹Keynote Address delivered before the Washington Conference, June 26, 1957. Analyst's Address for Problem Area I.

DEVELOPMENT OF CODES—A COOPERATIVE ENTERPRISE

Of course, it is possible to have a good set of policies written by the superintendent. The provisions can be clear, reasonable, and fair. But to do it this way again indirectly affects the staff, perhaps without their being conscious of it. A parent-child relationship evolves, even though the superintendent may be a wise and kindly father and the teachers good and obedient children. To be cast as children hardly challenges teachers to assume responsibility and rise to the heights of leadership of which they, as professional men and women, are capable.

To an increasing extent personnel policies are being developed democratically through the cooperative efforts of the people most directly affected—classroom teachers, secretaries, custodians, and administrators.

The superintendent is a key person to have on the committee whether he serves as an active, voting member or as a non-voting, technical assistant and resource person. I do not see how a personnel policies committee could possibly be very effective without his cooperation. I recall when we were working on improving our sick-leave policy, we needed to know how many days of sick leave teachers had taken during the past five years and the cost involved. This information would have been impossible to secure if the superintendent had either not wanted us to have it or been too indifferent to bother about it. As it was, the information was all tabulated for us at our next meeting; and we were able to devise a policy whereby our ten days, if unused, can accumulate with no limit.

Occasionally board members also have representatives on these committees, although some boards of education prefer not to become involved. The final decision is theirs to make after the committee has presented its proposals to them. With representatives on the committee, they tend to be committed ahead of time.

In many instances, parents are also included on the committee. The understanding that lay citizens gain by serving is of great value to the staff, especially if salary increases are involved. Parents can go to public meetings and ask the people to vote extra millage for schools far more effectively than teachers who stand to gain financially. Such citizens are also in a strong position to defend the schools against unjustified attacks because of the understanding they gain through committee participation.

The very fact that the board of education and the superintendent are willing to have the teachers participate in policy-making pays them the implied compliment that they have the interest, common sense, and perspective to make a real contribution. In such an atmosphere teachers grow in dignity and worth and are more likely to reach professional levels of teaching. This is especially true if it is possible to involve a high percentage of the staff in the decisions made, even though the actual committee work is necessarily done by their representatives. Frequent reports, surveys, and questionnaires help extend participation.

In spite of these devices, one of the greatest problems is that committee members tend to grow faster than the group they represent. It is possible for this situation to defeat the work of the committee. For instance, I recall the time when our personnel policies committee was working on health examinations. We had given the matter careful study and produced what we thought was an outstanding plan. Through several contacts with the groups back in the schools, we learned that there would be resistance, for there was a great fear that health exams would be used to get rid of teachers. Conscious of this, we included the provision that teachers could be examined either at Ford Hospital (a fairly impersonal institution) at board of education expense or by a doctor of their own choosing at their own expense. This provision almost overcame the opposition to the health examination program, which lost by a single vote. It was a hard decision for the committee not to include the health examination program in the proposals sent to the board of education that May, but it was probably wise to wait. We have since instituted the program, the fears have proved groundless, and no one questions its value today. Democratic procedure certainly requires patience!

TEACHER PRIVILEGES VS. RESPONSIBILITY

It is impossible to work on a personnel policies committee and not realize how many privileges could be extended to the staff if the group as a whole could be made to assume the same degree of responsibility that the committee grows into. This is not because the teachers on the committee are any different from the rest, but the understandings that come from their cooperative efforts, provided that adequate technical assistance and background information are available, tend to create an increased sense of responsibility and new concerns in the committee

members. It is important for the teachers on the committee to bring the whole group along with them as much as possible through the local teachers association and their daily school contacts. The few can so easily spoil things for the many.

An experience that our committee had this past year illustrates this point. For many years we have been trying to persuade our board of education to include a provision for business leave in our sick leave policy. In spite of the fact that they have agreed to many of our committee's proposals, business leave is something they have been consistently opposed to. However, last spring the board agreed to allow us two days for "important personal business" on a one-year trial basis. Each employee was left free to make his own interpretation of "important personal business." All that was required was that he notify the principal that he would not be in school and sign a card stating the reason for his absence. This is quite in line with our policy of allowing the staff just as much freedom of decision and action as they prove capable of carrying.

I was horrified when one of our teachers asked me if I thought it would be all right if she used her two business days to add to her Christmas vacation, for she was sure she would not need the time for anything else and she could make good use of the extra days on her trip to Florida. When I explained what the business leave was set up for, and that how we used it would determine whether we could keep it or not, she was perfectly willing to have the two days' pay deducted from her check to extend her vacation.

We were not fortunate enough, however, to head off everyone who lacked understanding. Although a study made through April 15 shows that three-quarters of our staff did not claim any business leave at all and that the vast majority of those who did had good and sufficient reasons, the fact remains that some teachers actually wrote the following reasons on their cards: family visits; out of town; study for exams; husband's office party; passports, etc., for wife to go abroad; women's symphony; job interviews; dress rehearsal; and "went with father." Minority, yes, but perhaps they will cause the majority of us to lose our business leave entirely or to have it restricted to a definite list which will almost certainly omit a legitimate reason for taking business leave and thereby deprive someone of the compensation that he would have received under the present plan. We do not yet

know the board's final decision. Our only hope is that they consent to a second year's trial and give us a chance to do a better job of helping all of our teachers understand what "important personal business" is.

Such a lack of understanding as demonstrated by these teachers exemplifies what happens also in other areas covered by personnel policies unless channels of communication can be made effective through the local association, faculty meetings, conferences, newsletters, or other means. Teachers need to understand the personnel policies of their system. These usually include carefully written statements on contractual relations, promotions, transfers, sick leave, and professional growth, as well as the salary schedule itself. Each employee should have a copy for ready reference, and the various provisions may well serve as a topic for faculty discussions or a program for the local professional association.

THE PROBLEM OF SALARY POLICIES

An important part of any set of personnel policies deals with salaries. As a committee's salary recommendations very directly affect every person in the system, it is important to observe some basic principles which experience has shown tend to prevent inequities.

One is to recognize the difference in the length of service rendered by ten- and twelve-month employees. For example, if \$200 is the increment for ten-month employees, the proportionate increment for twelve months of service is \$240. If ten days of sick leave are allowed each year to ten-month employees, twelve-month employees should have twelve.

Another basic principle which always should be observed is that whenever the minimum is raised all the steps and the maximums must be increased accordingly. To raise the minimum alone means that two salary scales exist, one for the people not yet hired and one for the teachers who have given service to the system. Nothing raises resentment and destroys staff morale faster than to have a new teacher given a salary as large or larger than the teacher who has been in the system. Yet this has happened far too many times. The reason usually given hardly helps. It is that a new minimum is necessary in order to compete in the teacher shortage. The implication is clear. There is nothing to worry about as far as the other teachers are concerned as they will

probably stay anyhow. Of course, this is just the attitude that accounts for the constant upping of the minimum while little or nothing is done to advance the maximum.

Probably there is no greater problem than how to get maximum salaries where they should be. The law of supply and demand, which takes care of the minimum, plays no part in the setting of the maximum. School employees themselves must assume some of the responsibility for this situation, for it was early salary committees that were largely responsible for limiting the amount of credit for outside service a teacher could receive when transferring from another system. Few places today allow as much as \$1,000 above the minimum for experience; therefore, teachers do not often move from one system to another after the fifth year. Perhaps if there were a concerted movement to lift these restrictions and allow the free movement of teachers with full service credit, boards of education might find it necessary to offer much higher maximum salaries in order to hold their career teachers.

Still another thing that has kept maximum salaries down is the emphasis upon reaching the top in a shorter period of time. The aim of many committees has been to increase the increments and reduce the number of steps. Of course, for many years salary increments were too low. Now we have come to a point, however, where many committees need to make a decision as to whether they prefer still higher increments or a higher maximum. The two are related, for high increments rapidly exhaust the budget. As the amount of money available is usually limited, this becomes a matter of choice. Probably the wise decision is for the committee to determine what increment would be fairest for all employees and then strive to get as many steps on the scale as possible with this increment.

One technique to use to prod the maximum along is to adopt an open-ended scale. This means that the board recognizes that the maximum is not high enough and agrees to give all staff members an increment each year. This raises the maximum one step at a time, of course lengthening the scale. If the increments are satisfactory, this plan provides a reasonable solution to the problem, as the staff has the satisfaction of seeing the scale improve while the board has the advantage of watching the financial picture and moving at an easy pace rather than making commitments for an uncertain future. They feel a

security because if necessary they can put a cap on the open end any spring when salary decisions are made.

A sound salary schedule developed cooperatively and administered fairly not only does much to stabilize a school staff and create a favorable climate for teaching but can stimulate continuous growth. As the Professional Standards Movement advances, there is no doubt that a career teacher will be required to have a master's degree even if teachers continue to be hired with less than five years of professional preparation. There is some validity to the argument that the work for the second degree is more meaningful and valuable if earned while on the job or at least after having some actual experience. If a school system decides that it is a desirable goal for all of its career teachers to have a master's degree, certain policies can help bring this situation about.

First, it is necessary to break the tradition of having the master's maximum a mere two or three hundred dollars above the bachelor's maximum. Instead, the committee should determine within how many years it is reasonable to require a new teacher with a bachelor's degree to obtain her master's degree and set up a limited number of increments, probably from six to eight. This establishes a bachelor's maximum independent of the master's.

Upon attaining the master's degree the teacher immediately is placed on the master's scale, which should call for larger annual increments. In any case, there certainly will be a much higher maximum to advance toward. I have no doubt that professional salary schedules in the not-too-distant future will have a differential of \$1,000, \$1,500, or \$2,000 between the bachelor's maximum and the master's. And as the master's reaches the recommended \$10,000, there may be as much as a \$3,000 differential. One of the reasons there has been such a lag at the top of the schedule is the immediate cost involved in lifting both maximums. This, too, helps explain the fact that many systems have reached the recommended minimum of \$4,500, but few if any have anywhere near attained the NEA maximum.

Limiting the number of increments on the bachelor's scale does not prevent a teacher with a bachelor's degree from staying in the system more than six or eight years. It does mean, however, that he will soon reach a maximum and receive no more increments until he earns a master's degree, and this provides a real incentive to go to work on it.

If such a policy is adopted, special consideration should be given to the older teachers, who undoubtedly served during the depression at ridiculously low salaries and have given years of loyal service to the system. To increase the difference between the maximums of the two scales radically might seem to discriminate against them. It is one thing to expect young teachers hired during the last few years at relatively high beginning salaries to get a master's degree if they want a career in teaching. It is something entirely different to ask teachers near the end of their careers to do the same thing. One way to meet this problem is to provide for longevity payments. These are super-maximum factors determined by the year the teacher entered the system. For instance, any teacher at maximum, regardless of degree, might be given a longevity super-maximum of \$100 if employed by the system before 1940; \$200 if before 1935; \$300 if before 1930; \$400 if before 1925; and \$500 if before 1920. These super-maximums would be carried by this group until retirement. It would be a provision just for them and eventually, when the last of them had retired, would leave no future longevity plan in the schedule. Such a policy would tend to make these teachers feel appreciated and result in better staff morale. At the same time it makes possible a substantial increase in the master's maximum without a corresponding change in the bachelor's.

There is another group to consider in the limiting of increments on the bachelor's scale, and it is the teachers who are near or at the bachelor's maximum and probably already have more increments than the new plan would allow. An important principle to observe here is not to reduce individuals when salary changes are made. They should remain above schedule until future schedule improvements overtake them. In these days of rapidly improving schedules this period is usually not too long, and the slight additional cost is justified for the resentment it avoids.

POLICIES WHICH STIMULATE PROFESSIONAL GROWTH

In addition to the incentives to earn a master's degree in the salary schedule itself, all personnel policies should include other plans for staff improvement. Knowledge of the growth and development of children is increasing as is the understanding of the nature of learning and the educative process. Besides, a great body of learning is constantly being added in the various fields of specialization. A profes-

sional person has the responsibility to keep informed, and it is a legitimate expenditure of the board of education to support and encourage staff members in their attempts to keep abreast of the times. The Michigan Department of Public Instruction suggests that 5 per cent of the operational budget can justifiably be spent to upgrade the staff and thereby improve professional services.

The most common improvement plan and easiest to administer is to pay for every credit hour above the bachelor's or master's degree. This is a super-scale factor, which the teacher receives as soon as the credit is validated and maintains until he earns a higher degree and a place on the new scale.

Cooperatively set up travel policies are sometimes included in the professional improvement plan. Travel itself is broadening and pleasureable. A happy person who has interesting experiences is likely to be a stimulating teacher. Now that more and more universities give college credit for supervised travel, teachers may include travel on the same basis as any other college work for extra pay. On the other hand, some systems give reimbursement for independent travel, provided it meets the requirements of their particular travel policies.

An important way to promote professional growth is to provide for participation in professional activities and conferences. Some systems not only give released time and provide substitutes but also pay part or all of the expenses involved in state or national conferences. If any one of our teachers has a position of leadership at such a conference, my superintendent inserts information about it in the board agenda so that others will be made aware of it, and then does the teacher the courtesy of sending him the page of the agenda containing the item. This indirectly indicates a pride in the professional activities of staff members and encourages increased professional participation.

It is, moreover, the policy of our administrative council to release from the classroom a teacher who has demonstrated some special skill in order that she may assume the role of a resource person and give direct help somewhere else in the system. For example, one of our teachers is an expert in school camping. She was released from the classroom and given a substitute in order to make it possible for her to share her "know-how" with some teachers taking their groups camping for the first time. This policy gives status to classroom teachers in recognizing and making more widely available their professional contributions.

One topic included in few, if any, personnel policies might well become an important section. Committees should seriously consider formulating their own policies on the teacher as a political citizen. The NEA recognizes that America has much to gain when teachers have "an aggressive, informed and intelligent concern for who is elected, for the issues that are before the voters and their representatives, and the decisions that are made by government at local, state and national levels." The NEA Citizenship Committee urges teachers, like other responsible citizens, to register, vote, and participate actively in politics, the science of government. How can a teacher teach citizenship effectively unless he practices citizenship? Many teachers run for political office and are elected. The personnel policies committee could set up the framework for ordinary political activities as well as outline the procedure to follow if a teacher wishes to become a candidate for public office. Such local encouragement might result in more general participation in this vital area.

CONTINUOUS REVISION AND REFINEMENT REQUIRED

In setting up any kind of personnel policies—citizenship, salaries, tenure, professional growth, sick leave—remember the NEA is always ready to help with the resources of its vast Research Division and its many committees and commissions. Also remember that even the best set of personnel policies possible will have to be revised time after time. Our (Ferndale) first written personnel policies were adopted in 1943. We have had revisions practically every year since. Now we know we never will be through. Regardless of how much care goes into the formulation of a policy, experience with it may suggest a needed change. One rather inexperienced committee set up a sabbatical leave policy which provided half-pay for a year's leave after seven years of service with the stipulation that the teacher must return and give at least two years of service to the system. They were very proud of a policy which relatively few schools have. When they put the plan to work, however, a teacher decided not to return after all, and the committee was faced with the problem of how to collect the half-salary which had been paid. Of course, there was no way to get the money back. The only thing the committee could do was to revise the policy to require nine years of service before the leave. And so they learned, as all committees learn, from experience with the policy as written.

Another situation that a committee is likely to face is that what

seems a most logical and well-thought-out proposal may not be approved by the board. Of course, this is disappointing, but the committee should not become discouraged. There is always another year. One technique which sometimes works when the board hesitates to adopt a policy is to suggest a one-year trial. Some of our best policies, such as our plan governing payment for hours beyond the master's degree, were originally on a trial basis. This gives both the committee and the board of education a chance to see how the policy actually operates. If it proves a success, the chances are that it will become a permanent part of the personnel policies.

The hours spent on a personnel policies committee are rewarding to the people involved and result in great benefits to the school system and total staff. Where democratic ideals prevail, teachers operate in an atmosphere free from suspicion and misunderstanding. The resulting goodwill between teachers and administrators fosters professional growth. The improved teaching which results holds great promise for the schools of the future.

PROBLEM AREA II

Personnel Policies and Practices Which Encourage
and Stimulate Professional Performance

The responsibility for effectiveness in education . . . lies largely in the fusion of goals and their understanding among the component parts of the team—from the school board to the student. . . . A good climate certainly requires focus on the strengths of the individual and their constant improvement, both for his own sake and for the sake of the organization. . . . The climate we seek must be found in the daily living of good policies and practices—a way of life which applies high moral and ethical principles to the relationships of people at work.

—Maxcy.

I have tried to analyze what it is that [a master teacher] has that many [teachers] do not have in so full a measure. . . . First of all . . . [he] possesses a full and overflowing measure of sincere respect for young people. They like him; he likes them; and together they get things done. Naturally and without apparent effort he is able to motivate young people to a high degree of achievement. In the second place, he is an expert in teaching. . . . He knows his field, is confident in it, and enjoys it thoroughly. The mastery and the enthusiasm that [he] has for his particular area of expertness is contagious. It breeds confidence and respect on the part of students and their parents and on the part of his colleagues. . . . Here is a master teacher who has found a climate in which both he and children are thriving. When we have found such a teacher, may the good Lord give us the wisdom and the courage to leave him alone. Then let us be wise enough to analyze the climate that makes him thrive and try to see if it will work with other teachers.

—Cabe.

ANALYST'S ADDRESS, UNIT A¹

ERNEST W. CABE, JR.

*Director of Personnel
Austin Public Schools*

WE have been commissioned to consider an important phase of school administration from a perspective that has been seriously neglected. We are challenged to explore the implications of the proposition that personnel policies and practices are good to the extent that they help create a climate in which the teacher can teach.

One of the key concepts of this statement of principle is the word "climate." Webster defines climate in the physical world as "the average conditions of weather at a place and over a period of years as shown by temperature, wind velocity, rains, etc." When we think of climate in a human enterprise, we are concerned with those prevailing influences and demands which affect the behavior of human beings. Taking the figure a step further, we probably would agree that good climatic conditions in the social sense consist of influences and demands which are consistent with the needs, aspirations, and limitations of human beings.

This idea of climate in connection with children in school is an established part of our educational catechism. One of our major concerns in recent years has been with defining the environmental conditions that are most conducive to good learning on the part of children. Whether we practice it or not, we say we believe very intensely that a child thrives best in a school climate which equates demands with ability and keeps frustration to a minimum. One of the things I would like to propose as a stimulant to our thinking is that we are not concerned enough with the climate that makes for good teaching. I fear that we have not consistently applied our professed belief in the value of human personality to teacher personnel administration.

¹Analyst's Address, Problem Area II, delivered before Unit A, the Washington Conference, June 26, 1957.

PROCEDURES VS. CLIMATE

As one concerned with personnel administration for the past several years, I have examined as much of the literature and attended as many conferences on personnel administration as time would allow. Until recently it appears that we have all been largely concerned with the mechanics and techniques involved in personnel policies and practices. Our concern has been with processes, records, gadgets, files, schedules, control methods, and various and sundry manipulations which make for efficient operation. The chances are that a visiting administrator inquiring about the personnel setup in a school is shown an array of files, records, standard forms, schedules, and control formulae, all intermeshed with an elaborate system of cross-filing and statistical analysis. I am not belittling these aspects of administration because businesslike procedures are necessary, but when we mistake techniques for purposes and confuse means for ends we need to take a new look at ourselves and discover what our job was before it got lost in the filing cabinet.

In this session, I invite you to join me in taking the general statement that "the purpose of personnel administration is to improve the climate for teaching" and extend a few of its implications to their logical conclusions, or at least in that general direction.

TEACHERS ARE PEOPLE

If we accept this as our responsibility, we must start with a willingness to accept people for what they are, in sickness or in health, for better or for worse. Perhaps I may have dreams of what I would like for people to be in some ideal New Jerusalem of the future, but I cannot escape the real and ever-present fact of life that people, including myself, are what they are regardless of what I would like for them to be. I must accept this fact or else withdraw from the human race. Because of the general arrangement of things, we have no material out of which to make school teachers other than people. This arrangement applies not only to teachers but to superintendents, supervisors, personnel directors, and even presidents and deans of colleges of education. We are the ones who conduct the job of public education. There are no alternatives.

Education, with its soaring aims that reach the sky, with its curriculum that encompasses everything and invites even more, and with

its promise of world salvation, is still a job that must be performed by teachers. Whether we like it or not, the heady wine of public education must be poured from these earthen vessels.

One of the great functions of personnel administration reflected through policies and practices is to remind the architects and dreamers of education of these facts of life. It is because of the human limitations of people who are called upon to perform society's most difficult task that an understanding of these limitations is necessary. It is necessary if we are to design the job of teaching so that it will be manageable. It is necessary in order that human beings who choose teaching as a career may enjoy the satisfaction of doing a job with some success.

ROLE OF PERSONNEL ADMINISTRATION

Personnel administration must inject a strong dose of realism into the idealistic mixture prepared by educational planners. Without an understanding of human limitations and without policies and practices that take these limitations into account, participation in the educational enterprise can become more and more frustrating, and the aims of education can become empty promises. Instead of using disembodied terms, such as "*education* should do so and so" or "the *schools* must perform such and such a job," we should substitute the tangible and human word "*teacher*."

When we are tempted to invite the world to dump another confounding problem with which it cannot cope into the cockpit of the public schools, we are dumping it into the lap of Mary Ann Brown, who teaches fifth grade in Riverside School. If Mary Ann is an average teacher of the Traxler study, she grew up in a small community in a lower middle-class family, where the income from the farm, the barber shop, or the grocery store provided for necessities and few luxuries. Mary Ann made above-average grades in high school where, being an attractive girl, she was probably drum majorette. In college, where she worked part-time, she made about average grades, and when tested proved to be somewhat below the average intelligence of students planning to enter professions other than teaching. In her career as a teacher she has had three years of experience. She is trying to take care of a husband and a child at home and will probably have another baby within the next two years. She has succeeded so far in establishing a few beachheads on the vast continent of education but

is struggling with many demands that seem to call for too much in so little time. Mary Ann is a nice person. She wants to be a good wife and good mother and wants to be a good teacher if she can just get things organized—but she has her limitations.

If personnel administration can become really skillful in assessing the potentialities and limitations of teachers, it can perform the same useful function that the structural engineer performs with the architect. As the architect designs a building, a bridge, a tunnel, a highway, he must have the engineer at his elbow, advising him constantly that here is what he can expect from the materials at hand. The engineer knows of the stresses and strains which must be taken into account when the materials are put together. The engineer is constantly saying to the architect, "At this point you must redesign. Such a magnificent span would be delightful; but from what we know about the limitations of available materials, the stress exceeds the margin of safety." The architect who ignores the engineer goes out of business. Either his dreams remain dreams or his structure collapses. Let us take a look at personnel policies and practices from the viewpoint that personnel administration should have as its prime aim the creation of a climate in which teachers can do the best job possible in spite of their limitations.

Some of the functions of personnel administration as outlined in our agenda and which are suggested for our consideration are policies relating to recruitment and employment, policies relating to welfare and benefits, and policies relating to working conditions. This is a sufficiently inclusive list, especially when we include the subtopics under each heading. As a matter of fact, it is entirely too inclusive for our discussion, because we have limitations of time in this session and must not attempt to bite off too big a chunk at one time.

POLICIES REGARDING WELFARE BENEFITS

Somewhat arbitrarily, I am choosing to take advantage of you as a captive audience and to limit my discussion as much as possible to one phase of the third category which deals with working conditions surrounding the teacher. Before passing by the topic listed as "Policies Relating to Welfare and Benefits," there are two observations I feel compelled to make.

When we speak of policies and practices that have to do with such things as leaves of absence, group insurance, hospitalization, secure

contractual relationships, and respectable salary schedules, I wish that we could eliminate forever from our vocabulary the term "fringe benefits." Too often we think of these things as extras, as nice acts of generosity if we can afford them. We are prone to think of them as some form of philanthropy, as a special reward for service, or as a kind of bribe which attracts people into jobs. Instead, we should think of so-called welfare and benefits as essential parts of the teaching climate. If we would have good teaching we must, as far as possible, have teachers who are not haunted with the fear of financial loss as a result of sickness and unexpected emergency. If we would have good teaching, we must have teachers who feel they have a reasonable amount of security in their positions and who look forward to continued employment with the possibility of advancement as long as a reasonably proficient job is performed.

NEED FOR COMMUNICATION

The second footnote I would like to inject is that regardless of what kind of policies and practices we have, they should be communicated adequately and constantly. They must be known and understood. Mediocre or even bad policies which are understood clearly are better than good policies which are communicated poorly. It is truism to say that communication is not something that is done once and completed. It must be continuous, month after month and year after year. It would be difficult to estimate the damage that has been done to morale in many school systems because of the lack of understanding on the part of personnel as to what policies and practices actually are. I suspect that there will be or has been considerable discussion in other groups at this Conference concerning the participation of the entire staff in the formulation of personnel policies and practices. One of the points probably brought out in support of a broad participation in the formulation of personnel policies is that the more people you have involved the better the understanding there is.

ROLE AND STATUS OF THE TEACHER

I would like to propose that the most significant weather condition that makes for good climate for teaching is a clear, understandable recognition of what the status and role of the teacher is. Somehow, some way, we must do a better job of giving definition to the job of the teacher in order that that job can be manageable.

Anthropologists and social psychologists have done a great amount of research in the field of status and role, and have brought us the conclusion that a clear understanding of the role we are expected to play in any human endeavor is one of our greatest needs as human beings. It is one of our limitations as people that we do not have the ability to play too many roles at the same time. In human personality, continued confusion of roles leads to anxiety and maladjustment. Ralph Linton, one of our most distinguished anthropologists, says, "When roles lose their distinction, when they become diffuse and blurred, security is lessened and satisfying performance decreases." In another connection he makes the statement that, "The maladjusted person is simply one who has difficulty in assuming the roles which his society requires of him." I know of no profession in which it is more difficult to answer the question, "What is my job and what is expected of me?" than the profession of teaching. Perhaps the most discussed topic in the field of educational administration these days deals with the problem of defining the role of the superintendent of schools. I suppose that the situation is even more serious in connection with teachers, because they are the ones who deal directly with children. Whatever confusions and frustrations the teacher has are communicated directly to children.

One of the paragraphs I have underlined in my personal copy of the 1955 Yearbook of the American Association of School Administrators, *Staff Relations and School Administration*,² is this: "It should be the first concern of educational administration to define a role of professional status and responsibility for the classroom teacher." Paul Woodring, in his delightful little book, *Let's Talk Sense About Our Schools*,³ makes this statement with which some of you might agree: "Today the teacher finds himself caught in a cross-fire of conflict and demand. Perhaps a part of the difficulty grows out of the American people's exalted idea of the powers of formal education and lies in the exaggerated demands which have been made upon the schools or upon the exaggerated claims which some educational leaders have made for education. A good deal of it, however, lies in the inconsistency of the demands."

²American Association of School Administrators, *Staff Relations in School Administration*, Thirty-Third Yearbook (Washington, D. C.: the Association, a department of the National Education Association, 1955), 470 p.

³Paul Woodring, *Let's Talk Sense About Our Schools* (New York: McGraw-Hill Book Co., 1953), 215 p.

As I interpret the viewpoint of the 1955 Yearbook of the AASA, the problem of instruction is resolved into the problem of how to best use the human resources that are available. The following quote struck me as being very pointed and very graphic: "No teacher can be doctor, lawyer, businessman, judge, mayor, nurse, economist, physician, pilot, world traveler, horticulturist and photographer." We might go ahead and add, librarian, artist, recreational expert, psychiatrist, safety engineer, and so on.

I was interested recently in a statement made by Dr. Hirsch Silverman, Director of Psychological Services, Nutley (New Jersey) Public Schools, in an article entitled "The Psychological Basis of Administration of Educational Personnel" (*Education* 75: 223-27; December 1954). He says, "The world of education is a committed world, a consecrated ideal; yet it is a nervous world, argumentive, preoccupied, insecure, a grievous world, furtive, suspicious, and often lacking in understanding, especially of teachers and the role of teaching. . . . Psychologically, sound administration of personnel in Education will give teachers the confidence to know the basic job of our schools. . . ."

Dr. Arthur Jersild's book, *When Teachers Face Themselves*,⁴ should, in my opinion, be required reading for all school administrators, especially those concerned with personnel administration. His book is concerned with the strivings, satisfactions, hopes, and heartaches that pervade the teacher's life and work. It is based on a study of more than a thousand teachers and students in education and brings to bear some of the most recent contributions of psychology, psychoanalysis, and philosophy. In his discussion of the nature and some of the conditions of the anxiety of teachers, he says that, "Where there is anxiety, there is some kind of threatening condition, dislocation, rift, disharmony or inconsistency." He brings it even closer by saying that, "Anxiety comes when demands made upon us are confused and obscured by the demands we make upon ourselves."

These scattered quotes and viewpoints are brought to our attention to remind us that one of our very serious limitations is that we, as human beings, have as part of our nature a need to operate in some sort of a structure in which we feel secure. We just do not have the ability to be all things to all people. We do not have the natural endowments that enable us to hop on a horse and ride off in all directions

⁴Arthur Jersild, *When Teachers Face Themselves* (New York: Bureau of Publications, Teachers College, Columbia University, 1955), 169 p.

at once. We demand, for the sake of our own mental health and efficiency, that we have some kind of a definition of our status and the expectations that go with that status so that we are able to perform the role that is implied.

Somehow we must bring to bear on the educational enterprise a concern about the evergrowing confusion in the definition of the teacher's role. If we are concerned, we must remember that definition means the placing of boundaries and limits which *include* and *exclude* in understandable terms. If definition proves too difficult at first, we should start with establishing some priorities. As Ward Reeder puts it, "We must keep in mind relative values because only a small portion of what might be taught can be taught. We must place first things first." If we find it impossible to decide on what is first, then I maintain that an arbitrary arrangement of priorities is better than none at all.

Closely allied with the psychological need for role definition is the desire of human beings to be expert at something, however small. We all want to be good, really good, at something. We do not require of ourselves that we be good at everything, but we are the most miserable of creatures if we are unable to face success in at least some activity or undertaking. We know the importance of the experience of success for children, and we strive mightily to find something somewhere that every child can be an expert in. Expertness, and the recognition of expertness, brings to human beings a self-confidence and a motivation that laps over into other fields of activity. It is an interesting phenomenon that would be worthy of serious research that during the last 25 or 30 years, while the demands on education have pyramided, expertness in specialized fields has been rather deliberately discredited.

Sometime during this period somebody coined the wonderful slogan, "We don't teach subjects, we teach children." I believe that this statement was intended to convey the idea that children are obviously more important than subjects; therefore, we must improve our methods and our subject content so they can serve the needs of children more successfully. Certainly such an emphasis was needed. But many of us gave the idea a peculiar twist. It meant that specialization, subject-matter divisions, and specialized teaching areas violated the indivisible, whole child. We introduced a lot of highly charged, bad words into our professional vocabulary that served to obscure any values there

might be in specialization, such as "fragmentation," "compartmentalization," "subject-mindedness," and the word "specialization" itself.

As a director in instruction in a West Texas town prior to World War II, I was one of those strong evangelists who held that at any level below the seventh or eighth grade the good teacher should be able to do a creditable job in all areas of the curriculum, and I was rather hopeful that sometime someone would figure out a way to do away with departmental specialization at the high school level. Frankly, I had very little sympathy with those teachers who felt inadequate in the new regime. Those teachers who did not go along were either benighted or just plain ornery. After we had succeeded in convincing our elementary teachers that they really were adequate in all fields of teaching, or could become adequate after sufficient exposure to in-service courses in child growth and development, the lid was off. Now we could feel free to add any and everything to the elementary curriculum that seemed desirable. One of the notable additions at that time was the teaching of Spanish in all the elementary grades. This addition was based on a statewide program in Texas. Textbooks were purchased and distributed by the State to all schools which cared to join the venture. There was no thought given in our case to the possibility of using special teachers who were specially trained in the teaching of Spanish. After all, this was an enrichment program which teachers would welcome, and they could learn Spanish along with the children. Education was a seamless cloth, which must not be cut or mutilated.

As you might expect, the story of elementary Spanish in our school, as well as in most of the schools of Texas, was a very brief one. It died a-borning and fell flat on its face. In a few places it did survive and has survived to this day, but these examples do not count since they exist in a few backward schools which did not play according to the rules of the game and employed specially trained teachers for the job. The moral of this story and other similar stories is that, even though we had a noble and defensible ideal, we ignored the fact that there is a limit to what can be done well by one teacher. Responsible personnel administrators, armed with a knowledge of the aspirations and limitations of humans, must remind educational planners that the people who carry out their plans, for some obstinate reason, get a real satisfaction out of specialized expertness. Take it or leave it—that is what people are like.

QUALITIES OF A TEACHER OF THE YEAR

In Austin, we feel that a rather signal honor has come to us in recent weeks with the selection of Guy Bizzell, a high school speech and English teacher, as one of the national teachers of the year. When we got together a committee of teachers, administrators, and supervisors to make our local nomination for an outstanding teacher, it was rather remarkable that the selection of Mr. Bizzell came as a spontaneous and almost unanimous expression of all the people involved. Previously he had been nominated by high school pupils in an essay contest on "The Best Teacher I Ever Had." I am sure that there are teachers who are as good and some who are better than Guy Bizzell; however, as a representative of what we feel to be good in teaching, you would all be pleased to have Mr. Bizzell receive this honor if you knew him as we do in Austin. I have tried to analyze what it is that Guy Bizzell has that many do not have in so full a measure. It has been the topic of much conversation at coffee breaks and at informal gatherings during the last few weeks.

I would like to venture the following analysis. First of all, as you would expect, this man possesses a full and overflowing measure of sincere respect for young people. They like him; he likes them; and together they get things done. Naturally and without apparent effort he is able to motivate young people to a high degree of achievement. In the second place, he is an expert in the teaching of speech and English literature, in which he has had extensive training and experience. He knows his field, is confident in it, and enjoys it thoroughly. The mastery and the enthusiasm that Guy Bizzell has for his particular area of expertness is contagious. It breeds confidence and respect on the part of students and their parents and on the part of his colleagues. This expertness coupled with his respect for the personality of children has placed him in a natural position to be a guide and counselor to young people in Austin. Just last week I drove him home from a salary committee meeting, and we talked about the wonderful experiences he had had during the last few weeks. I asked him, "Guy, what is it that makes teaching so fascinating to you? What is it that you like about it?" After a little hesitation he replied something like this: "Teaching gives me a chance to do that which I think I can do best," and added, "I am very fortunate in being able to work in a high school and under a principal who has confidence in me and lets me

alone to do my job." And since I had this speech in mind at that time, I asked, "Are there any other subjects in the high school curriculum that you would like to have a chance to teach sometime?" To this question there was an immediate answer, "Oh, I'm not good at everything. I'd be lost in a lot of things." Then I dug a little deeper and asked this question: "Don't you think it might be more effective if speech and literature were integrated in a broader type of course offering as is done in the junior high school?" His reply was courteous and guarded, "Oh, that probably is a good idea and I am sure there are some people who can do an excellent job at it, but I believe that if I had my choice I'd rather teach as I am now because, you see, I'm rather old-fashioned."

Now here is a master teacher who has found a climate in which both he and children are thriving. When we have found such a teacher, may the good Lord give us the wisdom and the courage to leave him alone. Then let us be wise enough to analyze the climate that makes him thrive and try to see if it will work with other teachers.

Recently I had a very interesting experience having informal conferences with a number of our teachers who are retiring from the profession. Some of the things I learned from these veteran teachers who are now leaving the profession were rather thought-provoking. Let me share with you the gist of one of the conferences. The retiring teacher, whom I will call Miss O'Brien, is a lovely and gracious lady who has given 33 years of service to the children of Austin as an elementary school teacher. Miss O'Brien has not received any unusual recognition as a teacher; however, she is one of those people who has made herself almost indispensable on the faculty. Not only has she been an excellent teacher of children, but she has been a guide and confidante to a whole parade of younger teachers. In our conversation, after the usual complimentary pleasantries, Miss O'Brien warmed up to the occasion and said, "It's been fun, but you know teaching has become an awfully complicated business. I know it can't be helped, but there seem so many things to be done that frankly I feel that I am not able to do the job that I once did as a teacher." Rather apologetically Miss O'Brien talked of her inadequacies as a self-contained homeroom teacher in the sixth grade. Then she said, looking about to see that no one else was listening, as if she were uttering a heresy, "I sometimes wonder if the homeroom in the upper grades has accomplished what we thought it would. Perhaps the younger teachers coming

along can do a better job. I hate to say this, but I believe that if I could concentrate on teaching elementary science as I did several years ago, I might like to stay around a few years longer." I shall not comment further on this conversation because time does not permit. The illustration makes its own point.

SIGNIFICANT SITUATIONAL FACTORS

Research in the area of what situational factors make for teaching satisfaction is not very extensive. I am acquainted with two studies done in 1950 that might be interpreted as showing a relationship between teaching assignment and teaching satisfaction. Frank Martindale did a study at Iowa State Teachers College which showed that teachers of mathematics and science experienced the highest degree of satisfaction from teaching.⁵ The NEA teacher load study in 1950 revealed that among those surveyed, teachers of foreign languages expressed the highest degree of enjoyment in their assignment with teachers of science and mathematics in second place at the high school level.⁶ These studies are not extensive enough to be conclusive, but they hint strongly that here we have a field of inquiry that should be explored.

From some of the things that are in the air, I suspect that the problem of defining the job of the teacher in manageable terms will be one of our major concerns in education during the next few years. A very extensive study is now under way sponsored by the National Association of Secondary-School Principals under the direction of J. Lloyd Trump, dealing with the problem of "How Can We Make More Efficient Use of the Energies of Teaching?" I heard Dr. Trump introduce an explanation of the project with the following words: "We have placed much emphasis on curriculum and evaluative criteria. Now we must look at the use of people and how best we can use the competency of the teacher."

At the University of Texas an analysis of the growing complexity of the classroom teacher's role is in progress under the direction of Charles Roberts. We in Austin are particularly interested in this study since our own Austin teachers are being used as guinea pigs. I

⁵Frank E. Martindale, "Situational Factors in Teacher Placement and Success," *Journal of Experimental Education* 20: 121-77; December 1951.

⁶National Education Association, Research Division, "Teaching Load in 1950," *Research Bulletin* 29: 3-51; February 1951.

have seen enough of the unrefined data of this study to see that we in our enlightened school system are guilty of a prodigious waste of the talents and energies of our teachers.

I also know of the concern of an unofficial organization consisting of superintendents in cities from 100,000 to 200,000 in population. This group has called upon competent consultants to assist in drawing up a statement of policy that would attempt to put the lid back on the teacher's job, at least temporarily. If they find that we have up such a head of steam that we cannot put the lid on, then at least they hope to establish some priorities.

We should all fervently hope that these studies, along with others we do not have time to mention, will help us who are concerned specifically with personnel policies to face our greatest challenge with a little more courage and knowledge than we have had heretofore. If these findings force us to take a new look at some of our orthodoxies, such as the self-contained homeroom in the upper grades, core curriculum in the junior high school, our expanding extra-curricular program, our commitments in school-community projects, let us not be afraid to look. It might hurt a little, or it may not hurt at all. We might end up singing with the King of Siam in the *King and I*, "There are times I almost think I am not sure of what I absolutely know." Such a questioning attitude is necessary if we are not to let our dogmatism stand in the way of a job to be done that is long overdue.

Back in 1936, the same year that Charles Beard prepared the text of *The Unique Function of Education in American Democracy* as the first publication of the Educational Policies Commission, this great student of American life wrote the following in an article in *School and Society*:

The teacher is not a physician, a nurse, a soldier, a policeman, a politician, a businessman, a farmer or an industrial worker . . . the teacher is another kind of person with other duties and responsibilities. . . .⁷

Dr. Beard went ahead to point out that such a diversity might be good if the teacher had the time and the talent, but that in the real world such expectations are fantastic. His statement reminds me of a little verse by Herbert Spencer:

⁷Charles A. Beard, "The Scholar in an Age of Conflicts," *School and Society* 43: 278-83; February 29, 1936.

Could a man be secure
That his days would endure
As of old for a thousand long years,
What things might he know!
What deeds might he do!
And all without worry or care.

There are other aspects of this problem of defining the job of teachers that could and should be discussed, but we must tackle one beachhead at a time. I am sure I have not done a scientific analysis. I doubt if I have said any more than Willard Givens said several years ago in two short sentences: "The teacher is the heart of the school. Those who would improve education must first look to the teacher." I am not sure that I have helped isolate the problem, but I believe I know the general vicinity where the problem can be located. It lies somewhere in the heavy overgrowth of demands that twine about the teacher. Thank goodness, the American teacher is of a hardy breed. He will not be completely choked off; but if we want him to flourish, and flourish he must if education is to improve, we should beat some of our ideals into pruning hooks and dare to go into the wilderness with him to help clear out some breathing space!

ANALYST'S ADDRESS, UNIT B¹

ELLIS C. MAXCY

Administrative Vice President

*The Southern New England Telephone
Company*

THE objectives of personnel policies and practices can be described in many different ways. I should like to use an explanation of them here that is not wholly unique but one that, I believe, may help clarify the goals of the personnel job in any organization—industrial or educational.

Personnel policies are formed, as are other policies, from an organization's experience, studies, and research, coupled with the outside influences of legislation and social change. Most personnel policies evolve over a period of years in a steady direction; others on occasion, take a substantial turn in direction as times and conditions change. Under any circumstances, an organization's policies should be stated clearly in order to be well understood. They give the organization its sense of direction and its pattern of action.

Personnel practices, on the other hand, are the methods and ways by which we apply our policies. They are the many and varied patterns for the techniques and skills used from the time of hiring through the years of employment, right up to the retirement and pension process. To describe the nature of practices this briefly is not to minimize them for they are very important, but it must be emphasized that practices take their tone and character from policy.

Perhaps an illustration from my own organization, a telephone company employing 11,500 people, will help establish this point. We have evolved a well-understood policy in the field of promotion. One part of this policy says that, in making advancements, "careful consideration shall be given to logical candidates in the immediate and related work groups. . . ." This is certainly a straightforward statement of policy. But putting it into a practice is not easy.

¹Analyst's Address, Problem Area II, delivered before Unit B, the Washington Conference, June 26, 1957.

For example, take the phrase "related work groups." Should all persons in a telephone craft in a large geographical area be considered for a local supervisory opening? Should the choice be limited to craftsmen in just the city involved, or perhaps to just one small group? This may seem to be a mere administrative detail, but any of several hundred craftsmen may feel they should be considered for the promotion. Also, the management people making the selections could be overwhelmed with a process requiring the review of many widely scattered potential candidates for a local position. The answer to the fair and efficient accomplishment of this task, of course, lies in the use of *practices*, carefully worked out in some detail, to guide the administration of our basic policy.

It is understandably easy, in our day-by-day concern with such practices, to lose sight of the two goals which I believe should underlie the personnel policies and practices of all organizations. These goals can be stated as follows:

1. *To develop and maintain the efficiency of the organization and the individuals in it.* This is called the "corporate or organizational health" theory in that its objective is the best performance of the organization as a whole. Certainly, we can all agree that no organization can be healthy unless it is efficient. In fact, if it is inefficient it may not survive, or it may survive but without the respect of those who belong to it.

2. *To develop and maintain work satisfaction for individuals in the organization and contribute to their personal growth.* This is the "individual development" theory, because it recognizes that organizations are made up of people and that their capacities, interests, and welfare within the organization are important individually as well as collectively.

These "corporate health" and "individual development" theories obviously cannot stand apart from each other, for they are very much interrelated. To my mind the accomplishment of either one of these objectives is necessary to the accomplishment of the other. None of us is particularly happy or challenged when we are working inefficiently. There is little stimulation to anyone in doing a job poorly. Hopefully, there is a substantial challenge to most people when an effective job is sought and, in fact, required by the organization.

SOME FEATURES OF CLIMATE AS RECOGNIZED IN PERSONNEL PRACTICES

The interpretation of policies and administration of practices provide broad areas in which the climate of an organization can be controlled. But it must be recognized that climate in the personnel area is sometimes influenced by factors beyond the control of either the organization or its individual members. I refer, for example, to such things as changes from prevailing conditions in national or international affairs. In business, this would include the effects of draft laws, restrictions on raw materials, labor legislation; in education, such events as changes in community attitudes on civil rights, or state legislation on teacher tenure. But aside from such events as these, practices take their tone from policies and, in turn, are reflected daily in many ways throughout the organization.

As I have suggested, the practices of the industrial personnel job are many, and I shall not attempt here to discuss any large number of them. Three practices related to better organizational information and understanding, however, have received substantial attention in many modern business organizations and seem to me to be of fundamental importance in providing a climate for good performance.

Induction into the Organization

The first is in the process of inducting people into an organization. This is an important practice for both the individual and the company. It takes place in the "getting acquainted" stage where we must recognize the strangeness of new relationships and the desire of the individual to feel at home in his new work environment.

A typical induction program goes something like this: A new employee (or frequently a group of them) comes to a centrally designated location on the first day he reports to work. There he is met by company representatives who see that he meets other members of the group. The group is provided with some over-all information about the company, its products, its objectives, and its people. Frequently, much of the balance of the first day is spent in showing the new people around the plant so that they may have a sense of location and actually see some of the company's work operations. The sequence of work operations is emphasized so there may be an understanding of how the product is made and how the work of various groups is interrelated.

The induction process then goes into its second stage, conducted by the supervisor for whom the individual will work. The new employee receives, in informal discussion with the supervisor, the wide variety of information he needs to have about his work. This may be supplemented by formal training in a class. Over the days and weeks that follow, a paced and orderly scheduled procedure of discussion with the new employee will assure that all the essential personnel policies and practices are covered, along with work-operations information. This integrated process serves to identify the organization's personnel practices with its daily operations, and it can be invaluable in fostering a favorable understanding and identification on the part of the newly-hired employee.

Information to People in the Organization

The need for information about personnel policies and practices does not end with the induction process. Constant reassurances of the direction and meaning of policy within the organization must be evident under a variety of circumstances. To accomplish this, more than the bare facts of policy are needed. To revert to my example of my own company's policy on promotion, our administrative practices say that, after a candidate has been selected, other candidates shall be told of the management's selection with reasons, where they are desired and needed, before a general announcement is made. This part of the procedure requires time and thought, but it is essential if we are to implement our belief in developing and maintaining a healthy organizational climate in reference to promotion.

People like to know the reasons why specific action is taken, and communication is not complete unless it carries with it understanding on the part of the recipient. People in educational work do not have the problems of semantics emphasized. But understanding on the part of the receiver of information has a much clearer road when an explanation carries with it both the objective and the reasons involved.

Information transmitted through the lines of organization or by written material is also a positive influence when it achieves its purpose of promoting understanding. But communication down through an organizational structure is not enough. The communication process can be really effective only when information goes up the lines of organization, too. For this is the best way to learn how the job is getting done and how policies and practices are working out.

Two-way communication not only adds greatly to teamwork and efficiency but it promotes the process of participation and democracy. Now let me add just a word about that fascinating vehicle, the grapevine—a much maligned means of intercommunication present in every organization. It can be clearly said that a negative grapevine is promoted by faulty information. But the grapevine can be put to use as a positive factor if it is provided with clear information, promptly made available. It can be readily stated that the grapevine is here to stay, so let us recognize it affirmatively.

The Development of Individuals

The future of any organization rests substantially in the hands of the people in it. The personal growth of people, then, is the common concern of both the company and the individuals themselves. American business has been carrying on educational programs for the development of its people for many years. From beginnings in safety education and elementary vocational instruction on the job, its educational offerings now range through all levels and kinds of vocational, technical, and even cultural areas. In recent years, this extension of educational activity has divided into two broad fields: (a) the vocational-technical area, and (b) the management-techniques area. Here, again, these endeavors are directed toward the mutual goals of more efficient operation of the business and the development of people in the kinds of work in which they are engaged.

THE PROFESSIONAL IN AN ORGANIZATION

In recent years, business has become more and more conscious of the role of professionals in its organizations. This has been in no small measure due to the growth of the research functions of business organizations. Large numbers of scientists of all kinds now are a part of many enterprises. In addition, engineers, lawyers, doctors, and educators are frequently important segments of modern business organizations.

Peter Drucker² and others, writing about professional personnel, have stressed certain characteristics which it is important to recognize in evaluating those personnel policies and practices which may help develop a favorable climate for professionals. I wish to refer here to

²Peter Drucker, editor, *The Practice of Management* (New York: Harper and Brothers, 1954), p. 329-40.

these characteristics because they have an important bearing upon our discussion of climate.

These writers stress that:

1. *Professionals are "cause-minded" people.* Their education and background have provided them not only with skills but with deep beliefs and understandings. Individual and personnel problems of an organization, related to these beliefs and understandings, can be disturbing. In this area we may include such perennial personnel problems as the relative values to be placed on research skills compared to administrative abilities. Here we may be dealing with personnel practices which affect the very "cause" toward which professionals' efforts are directed.

2. *Professionals are "focus" people.* Others look to them in classroom or in other relationships for aid in understandings. Understanding of one's own organization—its social, economic, and internal organizational operations—is fundamental to discharging the interpretative role thrust upon "focus" persons. This would appear to make effective communications within an organization of paramount importance in the case of professionals.

3. *Professionals have understandings and goals based upon social accomplishment.* Nowhere are the characteristics of social accomplishment more real to most of us than in the organization of which we are a part. Elton Mayo of Harvard, who is regarded as the father of scientific method in industrial personnel relationships, strongly pressed the idea in the early 1930's that industry is a social institution with all of the complexities of any social grouping.³ Being a social institution, industry is a factor in an adaptive, changing society. In the last 30 years, this social-institution concept has aided greatly in the understanding of the work situation as a way of life and as an outlet for the individual's social as well as economic goals.

There is no evidence in industrial experience that professionals are less conscious than others of the organizational concepts that make for efficiency. In fact, as significant individual contributors—and this term "individual contributors" now is commonly used to describe the role of professionals—they feel keenly the need for good personnel

³Elton Mayo, *The Human Problems of An Industrial Civilization* (New York: Macmillan Company, 1933), Chapter V.

policies and practices. This need is not only in terms of understanding the organization's basic philosophy but even more significantly for effective participation in carrying out their own professional objectives.

THE FUSION OF GOALS AND ATTITUDES

Industry today is a complex organization with many departmental groups and many levels of management through which it functions. Such a complex organization cannot function effectively unless it has common understandings, which lead to common goals and common attitudes about people and their work relationships. I hope you will agree with me that such common understandings can only develop in a climate of good personnel policies and practices.

The responsibility for effectiveness in education, as in the industrial organization, lies largely in the fusion of goals and their understanding among the component parts of the team—from the school board to the student.

THE PERIOD OF RAPID CHANGE

In the past 50 years we not only have seen the acceleration of our technical advances but our social processes as well. Frederick Allen describes these processes vividly in his book, *The Big Change*, in a chapter appropriately entitled, "Faster, Faster."⁴ All of the organizations to which we belong are influenced by this acceleration factor in social change. Perhaps no word could be more appropriately repeated to emphasize the character of change during the past 20 years than the word "faster."

But it is our responsibility to accomplish desirable changes so as to assure their constructive effects within the organization as well as in the community itself.

Accommodating an organization to changes, developing the particular capacities of professional people, and fusing their goals and attitudes—all these tie back to our original goals of personnel policies and practices: organizational efficiency and individual development. The degree of achievement of these goals very largely measures the success of the over-all enterprise. Professionals can make contributions to an organization way out of proportion to their numbers.

⁴Frederick Lewis Allen, *The Big Change* (New York: Harper and Brothers, 1952), Chapter 13.

The three personnel practices which I reviewed above are important in the fostering of a favorable climate for professionals. The first, induction into the organization, recognizes that professionals, as all others, have transitional work-adaptation problems. Giving the new professional an initial sense of belonging to the organization can relate to the very core of a professional's "focus," without which his understanding of his own role (and therefore his personal efficiency) may be seriously jeopardized. The second personnel practice, the continuous flow of information on policies both up and down through the organization, can be similarly effective. Understandings, related to the "causes" which motivate people, are nurtured by full information given and received. And my final example, the development of individuals, is not only important but can probably be more readily recognized in the case of professionals than for many other employees.

These are just three of the specific personnel practices concerning which the management of any organization has responsibility. Obviously, there are many others.

SUMMARY

Probably the best single word to describe the desired achievement of our stated objectives is "climate." A good climate certainly requires focus on the strengths of the individual and their constant improvement, both for his own sake and for the sake of the organization. It is not just as a test of efficiency that people should get along together in their work environment. Understandings are needed, not just conformance to a presumed pattern.

But, as we have seen, even the best personnel policies are often difficult to translate into good practices. This translation is, of course, the daily responsibility of everyone in the organization to accomplish the imperative goals of organizational efficiency and personal development. The climate we seek must be found in the daily living of good policies and practices—a way of life which applies high moral and ethical principles to the relationships of people at work.

ANALYST'S ADDRESS, UNIT C¹

EVERETT N. LUCE

President

National School Boards Association

IT is rather difficult to find completely new ideas on a subject of this type, especially for those in the audience who have made a thorough study of it. The ideas which I wish to express are those accumulated by a layman, who, over a period of years, has been interested in seeing the lot of the classroom teacher improved.

If we are to promote professional performance, it would seem necessary to consider, first, what we are asking. We can join professional societies, we can increase the salary, yet this is not the solution to this whole basic problem. We have to develop in every community a respect for the teacher. The prestige of the profession must be established. Now to do this, let us take a look, first, at what we think of when we say "teaching profession." In other words, the problem is to consider what are the ingredients that go into providing and setting the atmosphere that will encourage top teaching performance in any community.

FOUR VIEWPOINTS ABOUT PROFESSIONAL PERFORMANCE

In analyzing professional performance we can look at it from four different viewpoints: (1) the viewpoint of the teacher; (2) the viewpoint of the educator; (3) the viewpoint of the parent; and (4) the viewpoint of the general public.

From the teacher's point of view, this can be a good everyday piece of work in the classroom, maintaining the proper balance between the fundamentals of the curriculum and other activities which go to produce a normal child. From the educator's point of view, we might consider the academic preparation of the teacher taking part in the various activities of the school system, having to do with the promotion of teaching, membership in the National Education Association and

¹Analyst's Address, Problem Area II, delivered before Unit C, the Washington Conference, June 26, 1957.

other professional societies, and, of course, continued study. From the parent's viewpoint, we would consider how well the child did in school, whether the child wanted to go to school, and how well the individual knew his ABC's and multiplication tables. Of course, many parents are thinking beyond these scopes at the present time; however, I believe these would be some of the fundamentals considered by the parent. From the general-public point of view, we might look at the teacher as one would a doctor, lawyer, dentist, musician, or someone in the scientific field. This, I believe, is the goal at which the teaching profession should arrive. I am not saying that the teaching profession has not attained this status, but I do not believe the general public believes it has reached this status, and the reasons are many. Perhaps by further exploring these reasons, we can analyze and determine some solutions or answers to this problem.

LIMITATIONS OF WRITTEN POLICIES

There has been an attempt in recent years to put in writing, in the form of written policies, many things which we feel will improve the general administration of our school systems. These deal not only with the teaching staff, but with all personnel employed by the various boards of education and certain other regulations dealing with the general public on school matters.

When we prepare written policies we should make an attempt to get into the policy the important items which will give the administration, the staff, and the board of education the guidelines with which to operate. There are some things which we cannot adequately cover in any written policy. Anything that would reduce the freedom of the teaching staff in the way of reaching professional standards should be eliminated. From my own experience I find there are many things from the professional side which we expect professional people to do in the everyday course of going about their respective duties. Some people call it "common sense." Nothing should be included which would deter the ambition of any teacher to do a better job in the classroom or for the school system.

A FRAME OF REFERENCE FOR DEVELOPING A CODE

A good starting point on this type of program would be to consider some frame of reference. Some might call it a philosophy of education for the community or for the school system. There must be much

care and thought given in laying out under suitable terms what we expect to accomplish, and some indication of how this might be accomplished.

In my local school system our frame of reference states "that in establishing and supporting a school for children the school should be an instrument to provide, insofar as possible, a well-qualified and effective corps of teachers of such a character that if a child should become like any one of the teachers, the parents and others would still be proud of the child."

Expanding this further into the objectives of education, we emphasize that in human relations it is essential to provide enjoyable experiences that will create for them sincere friendships, and develop the realization that family relationships influence the manner in which an individual conducts himself in a group—the core of good living. Civic responsibility is basic in that the children may learn what it means to develop good qualities in leadership and respect for law and civic duties. It is essential for a person to acquire economic understanding and ability; in other words, to become an intelligent consumer as well as an efficient producer. Basic to all other objectives is that of creating a desire to learn and to use that learning wholesomely.

These are just a few ideas along this line that can be expanded to broaden the thinking in these areas and to include other areas. In the terms of the layman—we should establish in clear, concise language what our purpose is, the purpose of the school program. This takes the combined thinking of the teacher, the administration, the board of education, and solid citizens of the community. If this is done first, then we can proceed with the preparation of written policies which will provide those entrusted with the school program the incentive to implement the goals established.

FACTORS AFFECTING PROFESSIONAL PERFORMANCE

What are some of the items or features of a written policy which can contribute to providing a good climate for professional performance?

First, who may teach or who is qualified under the state laws to teach in the particular school system? Oftentimes the school district requirements are more stringent and more specific than those for accreditation by the state. Most school districts require a full-time teacher to have completed college or 120 semester hours of college training, with the necessary course work in the field of instruction.

We believe this person should enjoy all the rights and privileges of teaching and be eligible to advance according to the schedule provided. By advancement we mean salary-wise and promotion to more responsible positions, or to specialized services as his training permits and as openings occur. If this is stated in the policy it will be easier for the administration to hire some teachers interested in administrative work so that they may be trained within the school system to take principalships of new schools when they are constructed, or take the place of those retiring from these positions. Also, it is to the advantage of the school district to employ people who may develop an interest in other fields, such as working with those with speech difficulties, perhaps the mentally retarded, or the child on the other end of the scale who requires a challenge or motivation to develop to his highest potential. In other words, school policy should invite and open the way to advancement within the school district in as many ways as possible. Full-time teachers should be aware of these possibilities, also of transferring to other teaching grades or other subjects if they desire and if there are openings in these particular areas.

Written policies should cover the matter of health and anything unusual about certification. For those with less than the minimum teaching requirements, it is equally important to have policies governing their advancement. These people may be certified to teach in the school system; others may be teaching on special permits. They are generally considered on a year-to-year basis. As long as they are making satisfactory growth, they are eligible to be returned for the next year.

Salary Schedules. In recent years we have seen the development of the salary schedule as a means of reducing inequities that might exist in the employment of large numbers of teachers. It has become most necessary to have such a schedule with the rising trend in our economy which affects the starting salary of the newly employed teachers. Any type of salary schedule must have incentive features. This is the largest criticism of lay people. They find it hard to accept the fact that so many of the staff are all receiving virtually the same sum of money for their services. They insist there must be differences and they must be recognized—this is the real challenge. In most schedules the new teacher receives normal increases for a limited number of years. This is considered a training period and an opportunity for the administration to judge his ability. At the end of this period—if the

person is deemed worthy—it is well to give extra consideration in the salary schedule and place the person in a category which might be called “advancing”; in other words, if one has decided upon teaching as a possible livelihood and wishes to go further in the field. However, at the end of approximately ten years, evaluate the teacher; and if he has by this time decided upon teaching as a career, and proved his worth, give recognition, both by title and additional compensation.

The above suggested salary schedule may be reached when the teacher is nearly 40 years of age. Possibilities for additional advancement beyond this point in the schedule must be given careful consideration by all boards of education. A top person will not be satisfied to spend 25 years, part of his most productive years, without further recognition. How can this be done? Means must be provided for recognizing exceptional classroom service, and some type of a merit system should be instituted for this purpose. It is to the advantage of the school district to retain top-flight teachers, the more experienced group, and not force these people into principalships or other jobs in order to make a reasonable living. This we believe is the idea behind merit and is the reason that many lay citizens are particularly interested in exploring this possibility. We all realize the difficulty of rating the teaching ability of hundreds of teachers in the same system; however, we feel certain that, through proper study, methods and techniques can be developed which would lead to an incentive program for better teaching in our public schools. In any salary schedule provisions should be made for payment for additional education. This can be a flat sum for master's or doctor's degrees or in special fields, and a nominal sum paid each year for course work completed in college. Provisions should be made for sabbatical leave or leave for a person to study for a higher degree, without jeopardizing his standing in the local school system.

In-Service Education. In industry provisions are gradually being made whereby people may leave the business for short periods of time in order to establish residence requirements for advanced degrees at their respective colleges. This is constructive thinking on the part of industry. Boards of education will have to realize the need for additional training of the teaching staff and be willing to support the teachers in a similar manner.

Of course, in a policy dealing with salaries for compensation, we have other fringe benefits, such as group insurance, military leave, rest,

emergency, etc., along with sick leave. A liberal sick-leave policy is necessary. Personally, I would like to see this on an honor system. However, since boards of education are spending public funds, it seems best to have a definite policy on sick leave with the further provision that in any hardship cases, the case can be considered separately by the board of education. It is such consideration by boards of education which helps to provide a more healthful climate. None of us can predict when we will be handicapped or when we will become ill or be involved in an accident. It has been proved many times that a little leniency at these times will pay greater dividends, not only with the individual, but with other members of the staff in future years.

Tenure Provisions. As for tenure, it would seem to me that if we are to have a highly respected profession of teaching there is little need for legal tenure as such. If we are doing a good job each and every day there should be no reason, as we see it, to have a law guaranteeing employment. We believe such a law should be stricken from all books and the Golden Rule should be followed in dealing with employees. Most professional people in industry work without contracts. I realize in some states the laws require contracts to be issued. Perhaps the "continuing-contract" plan offers an avenue for exploration.

My major objection to tenure is that it may eliminate, at the end of the probationary period, some people from a school system at a time before they have had an opportunity of fully proving themselves. Others, once they come under the provision, relax and do a minimum job for a number of years in complete security. If we are to have a profession, we should be professional in the amount of work we do and act as professionals in going about our tasks.

Academic Freedom. In relating to policies on working conditions, academic freedom has been mentioned. This is very important. There will always be a tendency for some individuals to criticize what is taught and how it is taught. Teachers should have freedom in the classroom to follow a general outline and use any materials that they believe helpful in educating the child. Of course, the greatest criticism in academic teaching comes in the high school social studies and perhaps anything related to economics. It is very difficult to teach these subjects without touching upon many of the "isms" that are not considered part of our way of life.

Teaching Resources. Each teacher should be provided with adequate tools and this can be so stated in a written policy. Where and how these tools may be secured or requisitioned is part of their instruction. They should have help or aid on problems as they may arise. There should be services available to take care of the problem child. A policy on extra-curricular assignments must be included. This is one of the criticisms of our school systems today. It is said we have too many meetings, too much of the teacher's time is taken up with committee work and other activities. However, there should be a certain amount of this type of activity. It is necessary for the teacher to take part in order to obtain a better over-all picture of the school system and perhaps learn more about the community in which he lives. The key to success of democracy is participation.

Administrative and Community Relations. In the policy statement there should be included a chart of line administration. Where does the teacher take the problem first? If it is not solved in this area, then what is the next step in arriving at a solution? In other words, the teacher to the principal to the administration and finally to the board of education, if necessary.

While the items discussed are intended to improve the prestige of the teacher within the community, the community itself should develop a respect for the teaching profession and welcome the teacher into the activities of the community. By taking part in community activities, which include church membership, civic organizations, lodges, etc., teachers themselves can do much to acquaint the general public with the fine personnel we have within our school systems. This is easily written into the policy.

Schools must be kept clean of politics and there must be democracy in all relationships between the board, the superintendent, and the staff. This is difficult to write into a policy, but, if well written, democratic relationships will develop through proper use.

HOW POLICIES SHOULD BE DEVELOPED

Now that we have talked about a policy, would it not be well to spend a few minutes on how we get it? Any written policy should be a joint effort on the part of the teacher, the administration, the board, and the community. The board and the administration should take the leadership in initiating the program. The various areas to be

covered by the policy should be carefully studied by the board of education, or a steering committee appointed by it, outlining in broad terms what fields should be covered. Once this has been accomplished, the committees appointed are given the authority to develop the subject matter within their scope.

Now the representatives of the various committees must be selected on their ability, not because they represent some particular organization. The greatest failure of committees in school affairs is in not making this point clear in the initial selection. Perhaps criteria for membership on the committees can be set up and each one nominated tested by these criteria. This would exclude those who wish to get on committees because they have "an ax to grind." After each committee has covered its assignment, a preliminary report should be made and this reviewed by a committee selected by members from the various working committees. Once a final report has been compiled and accepted by the reviewing committee, then it would be turned over to the board of education for review. At no time should the contents of the committee reports be released for publication without permission from the board of education. A breach of confidence on the part of the individuals serving would only lead to a loss of confidence in the final document.

With the spirit developed by team effort on an undertaking of this kind, much good and much unification behind the school program are brought about. We urge in any policy to emphasize professionalism of teaching; always take the positive approach. Success will come to any school system thinking along these lines. Teacher turnover will be reduced, recruiting will be made easier, more people will become interested in the profession, and a better program of education will result. These can only take place in a good professional climate.

PROBLEM AREA III

Personnel Policies and Practices Which Stimulate
and Encourage Professional Growth

. . . a sound and solid base is necessary for the development and implementation of good personnel policies. This base is an administrative organization founded on democratic principles. If we can accept the thesis that such a base is prerequisite to the kind of policies we all seek, then we can agree that the purpose of the administration is to create a school climate in which the best abilities of teachers are stimulated in such manner that both the efforts of the individual and the group will be directed efficiently and creatively to the attainment of established educational goals.

—Rutter.

Professional growth in a teacher is evidenced by an outreach in at least three directions. The first is the basic urge to become the most effective teacher possible. . . . The second aspect is the growing awareness and recognition by teachers of a responsibility to the profession itself. . . . The third . . . is an over-all concern for public education.

—Kline.

. . . sound policies of selection and assignment should take into account the following: (1) wishes, interests, abilities, and growth potential of the person; (2) feelings and needs of those with whom the new staff members are to be closely associated; (3) requirements of the job itself and the job's actual and potential contribution to the purposes of the total enterprise.

—Rutter.

ANALYST'S ADDRESS, UNIT A¹

T. EDWARD RUTTER
*Superintendent of Schools
Arlington County, Virginia*

I SHALL give a very broad definition to personnel policies, for it is my belief that almost all administrative policy or regulation that relates to teachers has some influence upon the success or failure teachers may experience. We are concerned here today, of course, with success; we are interested in policies which stimulate and promote professional growth.

If the school building is to be well built, it must rest on a sound foundation, and, in like manner, a sound and solid base is necessary for the development and implementation of good personnel policies. This base is an administrative organization founded on democratic principles. I hesitate to use a term that has become so commonplace in educational literature, but I am prompted to use it, nevertheless, for my observation is that all too many of our educational brethren have not as yet been "converted."

If we can accept the thesis that such a base is prerequisite to the kind of policies we all seek, then we can agree that the purpose of the administration is to create a school climate in which the best abilities of teachers are stimulated in such manner that both the efforts of the individual and the group will be directed efficiently and creatively to the attainment of established educational goals.

In consideration of this subject, it is inevitable that we should borrow from industry those skills and techniques that have been learned in the world of business. The line of distinction is very narrow and frequently differences are only in application, not in the basic idea itself. Good management has taught us that in the policy-making stages everyone should have an opportunity to express himself. After a policy is decided, everyone supports management and the policy is carried out by a united team. Twentieth-century industry has dis-

¹Analyst's Address, Problem Area III, delivered before Unit A, the Washington Conference, June 28, 1957.

covered that free men are motivated best by democratic multiple management.

Throughout this paper, I have taken the privilege of citing specific illustrations which demonstrate the principles referred to. In all cases, they are situations about which I have had some personal knowledge.

SUPERINTENDENT'S ADVISORY COUNCIL

The superintendent's advisory council, or cabinet, is found in many communities, and from personal experience I can emphasize the effectiveness of this kind of organization. This plan provides for election by all teachers of a committee of teachers to meet regularly with the superintendent. It makes possible the easy exchange of ideas and suggestions between administration and the teaching staff. Perhaps in no other way can the administrator be better informed about the current attitudes of his staff toward the situations occurring on the classroom level. Of greater importance is the opportunity that is given to everyone directly, or through representatives, to set goals and determine basic policies.

A study reported in the 1955 Yearbook of the American Association of School Administrators indicated that teachers who had been given an opportunity to participate regularly and actively in making policies were much more likely to be enthusiastic about their school than were those teachers in other communities who did not have this opportunity.²

ILLUSTRATIONS OF DEMOCRATIC PROCEDURE

Whether the school system is large or small, attention must be given to decentralization of operation. Let us consider four illustrations that have demonstrated their worth in broadening the base of a democratic operating plan.

Meetings of principals that permit and encourage the free flow of ideas will provide in-service opportunities for both the principal and the superintendent. Leadership roles that are shared by the superintendent with the principal elected by his peers will stimulate the professional growth of both. Moreover, it seems to me that only in this atmosphere can we secure the free and open discussion of all of those problems that worry staff members.

²American Association of School Administrators, *Staff Relations in School Administration*, Thirty-Third Yearbook (Washington, D. C.: the Association, a department of the National Education Association, 1955), p. 17.

The next logical step is, of course, the application of these same procedures to the conduct of the local school faculty meetings. I believe that the principal who has had the experience that I have just mentioned will be more likely to conduct his faculty meetings in a democratic fashion. Again, emphasis must be given to the importance of leadership roles being given to the participants of such meetings. Teachers who help to plan, organize, and conduct faculty meetings will become better teachers, and I am further convinced that the principal will also become a more effective and respected leader of his faculty.

A good school system is one that is constantly evaluating its past performances and studying new ideas that look to the improvement and perhaps the expansion of its instructional program. Here are to be found countless opportunities for staff members to participate in planning and coordination. The final product will, I believe, be better, and I am certain that the experience itself, regardless of the product, will help to make each committee member grow professionally.

An interesting illustration of this kind of activity in my community is the Teachers Council on Instruction. This group, representative of each building faculty, meets every six weeks on a released-time basis. Its function is to study all phases of the instructional program. Not only does it aid in the evaluation of current practice, but it also is a planning group looking at new ways of doing things. Its assistance in the planning for workshops and all in-service activities is invaluable.

Another way in which teachers and other staff members may contribute their professional skills to the total welfare of the schools is through participation in the recruitment and orientation of teachers. It has been our custom to send recruitment teams composed of teachers and principals to the various teacher education institutions in the eastern part of the United States. Team members report to me enthusiastically about this experience and its meaning and value to them. In a similar fashion, the participation of large numbers of staff members in orientation programs provides numerous valuable opportunities for personal growth that probably could not be duplicated elsewhere.

I should like to emphasize at this point that the selection and assignment of teachers and all staff personnel can, if it is wisely done, have a significant influence on the success of the individual. Although much more could be added, I would suggest that sound policies of

selection and assignment should take into account the following: (1) wishes, interests, abilities, and growth potential of the person; (2) feelings and needs of those with whom the new staff members are to be closely associated; (3) requirements of the job itself and the job's actual and potential contribution to the purposes of the total enterprise.

Another factor influencing professional growth, I have chosen to call "supporting services to the teacher." These services differ in kind and are provided by a number of persons. A sampling of such staff members would include the principal, the supervisor, the helping teacher, the visiting teacher, the school nurse, and the psychologist. Each of these persons can bring to the teacher his particular skills and broad experience. Working within a broad framework of personnel policy which respects the individual, encourages his participation in decision making, and takes pride in his achievement, these key personnel have a rare opportunity to make an important contribution to each teacher.

ESSENTIAL ELEMENTS OF A SOUND CODE

I have referred to personnel policies throughout this paper largely in terms of certain specifics. Now, I should like to speak of them in a more general way. Although much more could be written about their development and contents, these, it seems to me, are basic essentials:

1. They should be written and specific.
2. Teachers and all other professional and non-professional staff members should participate in their development.
3. Provision should be made for their continuous examination and change.
4. They should contain, in addition to many other things, policies pertaining to:
 - a. Incentive awards (commendation, recognition, etc.).
 - b. Scholarship assistance.
 - c. Evaluation of performance.
 - d. Transfers within the school system.
 - e. Promotions.
 - f. Adequate records for all personnel.
 - g. Professional growth; i.e., annual leave, sabbatical leave, professional study.

Finally, the most difficult thing to achieve must somehow be accomplished—the wise and considerate implementation of personnel

policies. I suppose that all would agree that this requires of the individual that he possess the wisdom of Solomon, the patience of Job, blended nicely with a generous portion of the milk of human kindness.

NURTURING STAFF MORALE

Much has been written about staff morale and its effect upon the teacher and everything he does. In summing up some of the highlights of this talk, I would suggest that staff morale grows and is nurtured when:

1. The teacher shares in decision making.
2. The promotion policy "favors" the present staff.
3. The importance of the role of the teacher is continuously emphasized.
4. The teacher and staff members are recognized for superior achievement.
5. The leadership of the school system creates, by precept and example, a climate that promotes professional growth.
6. The teacher and all other staff members are well informed about all significant facts affecting the schools.
7. The best possible salary schedule is adopted.
8. The worth and dignity of every individual are recognized.
9. The leadership in the schools possesses courage.

A great philosopher and teacher, Bertrand Russell, has said: "The teacher, like the artist, the philosopher, and the man of letters, can perform his work adequately only if he feels himself to be an individual by an inner creative impulse, not dominated and fettered by an outside authority."

It seems to me that personnel policies, wisely developed and intelligently administered, will provide the environment best suited to the growth and development of such a teacher.

ANALYST'S ADDRESS, UNIT B¹

THOMAS E. ROBINSON

President

*New Jersey State Teachers College,
Glassboro*

RECENTLY two gentlemen, whom I recognized as coming from a large school system of another county, entered a service club of which I am a member. As visitors they were given identification cards to wear on their lapels. Each wrote his name in large letters on his card. Below their names they wrote, in equally large letters, their vocation. Each wrote the word *teacher*.

They sat at a table near me, and they were soon included in the conversation, which inevitably revolved around teaching and the experiences each participant was having with his children in crowded classrooms. A remark made by the younger man seemed at one point to indicate rather clearly that his companion had been largely instrumental in obtaining board-of-education approval for smaller classes. One of the diners turned curiously to the older visitor at this point and asked, "How did you, as a teacher, have such influence on your board of education? In our community it would be the superintendent of schools who would make such recommendations."

Before the older visitor could reply, the younger man stated, "But my friend is the superintendent."

The incident illustrates a point which I think is important. Without a basic unity, a feeling that all are functioning units of one system, with a common objective, no public school organization can progress maximally. Every staff member with an academic status in a school system, it seems to me, is a *teacher*. It is the only word that identifies and unifies all who work together in the common enterprise of education. Whatever our specialization—whether superintendent, principal,

¹Analyst's Address, Problem Area III, delivered before Unit B, the Washington Conference, June 28, 1957.

guidance counselor, department head, supervisor, or instructor in English—our genus is *teacher*. I suggest that this is a good place to start when we consider personnel policies and professional growth: That each of us, regardless of our academic assignment, state “teacher” when asked our vocation or profession; that each of us sincerely regard “teacher” as encompassing all phases of the academic organization of the school system.

Perhaps then there will be less tendency for teacher-administrators to indulge in the embittering, frustrating, and exasperating use of first-person possessive adjectives and proprietary language. Many classroom teachers emotionally cringe when they hear school officials speak of *my* teachers, *my* schools, and *my* policies. When *our*, with all its connotations of human dignity, joint responsibility, and democratic endeavor, supersedes *my* in the thinking of school officials, substantial foundation will have been laid for the creation and development of effective professional growth.

THE CASE METHOD

To develop briefly a topic as broad as the one assigned to me, one must of necessity be eclectic. One must concentrate his attention on certain key areas, with acknowledgement that other untouched areas perhaps are equally vital and important. As every teacher knows, content and method are inextricably interwoven. A broad area of content has been assigned me. The mode of presentation I have borrowed from Harvard and Erle Stanley Gardner, eminent mystery writer. Harvard has attested to the educational efficacy of the case method, especially in legal training. Mr. Gardner has popularized the case method through his multitudinous volumes bearing such titles as the *Case of the Hesitant Hostess*,² the *Case of the Stuttering Bishop*,³ and the *Case of the Drowning Duck*.⁴ The material that follows is thus a blending of a Harvard device with a millionaire author's technique—a *mésalliance* perpetrated, it must be confessed, without benefit of Cambridge sanction.

²Erle Stanley Gardner, *Case of the Hesitant Hostess* (New York: William Morrow and Co., 1953), 275 p.

³Erle Stanley Gardner, *Case of the Stuttering Bishop* (New York: Grosset and Dunlap, 1943), 276 p.

⁴Erle Stanley Gardner, *Case of the Drowning Duck*, (New York: William Morrow and Co., 1942), 284 p.

CASE OF THE UNPRACTICED VIRTUES

The first two examples come from the field of personnel policies and instruction. This is the "Case of the Unpracticed Virtues."

A small school district, when it asked its constituents for suggestions and criticisms, found that the chief criticisms revolved around practices which the teachers themselves felt had long passed into Limbo. Apparently some practices, indefensible by modern standards, survived almost unnoticed by the staff. Some, perhaps, were brought into the system by older teachers who had resigned many years before and who had recently been reappointed to alleviate the teacher shortage. They had thus by-passed, as it were, a whole generation of educational progress.

After discussion, the entire staff formulated and subscribed to a set of practices. The staff sent the list to every school patron with this challenging statement: "We believe that the practices which caused these affirmations are psychologically unwholesome and educationally indefensible. If at any time we fail to live up to these affirmations, please let the individual teacher know, and a pair of free tickets to our annual operatta will be sent to you." Some of the affirmations were worded as follows:

We believe it indefensible to keep an entire class after school because of an offense by one unknown individual.

We believe that no child should be given indefensible assignments as punishment—assignments such as copying five pages of a dictionary.

We believe that no child should be asked to stand in a dark cloak-room or a hallway unsupervised because of misbehavior.

We believe that no homework should be assigned by a teacher unless it is worthy of being checked by the teacher afterward.

Altogether there were 12 such practices. But they had previously accounted for a large proportion of unfavorable parental and student reactions to the school. Almost in one fell swoop, as a result of these personnel affirmations, the system removed from its vulnerable neck an incubus that was slowly strangling it. The entire staff participated in the decision. The pressure exerted was of a professional nature, with all members in common agreement that the profession and education should no longer be handicapped by certain vestigial remains of a previous era.

Professional growth was achieved in this instance through the abandonment, in one concerted action, of certain outworn practices. Bereft of such practices, some teachers had to fill the void with better practices. They were ready to do so because of peer judgment.

CASE OF UNPRINCIPLED EDUCATION

Let us now consider another case, linking together personnel and instruction.

A great many decisions of moment are made every year by a faculty of a school or the staff of a system. Frequently, when analyzed over a period of time, some seem inconsistent with others, largely because the decisions are not based on fundamental principles or beliefs. Realizing this, one faculty asked itself, "What are our fundamental beliefs in education? Of what beliefs are we so certain that we would be willing to defend them with our professional reputation?"

Seemingly this question is one that could be answered in one faculty meeting, but such is never the case. Every belief suggested has multiple implications which cast shadows on treasured and hallowed practices. Relationships between principles and practices are never clearly seen until a project such as this is launched. It became very clear in this district, as it pursued its study, that its program was largely "unprincipled education," with content, sequence, organization, and methodology based chiefly on heritage and tradition rather than upon educational principles.

In the instance related herein, the faculty finally wrote into its minutes these principles to which they subscribed:

We believe in our American and state system of providing in public schools opportunities for appropriate education for all educable children through high school or up to the age of 18.

We believe that children differ in their educational needs, abilities, interests, and aspirations, and that this differentiation is both desirable and inevitable.

We believe that each child should have equal opportunity to find in his school the attention and the instruction which will develop him maximally in accordance with his needs, abilities, interests, and aspirations.

We believe that in every classroom, whatever the school organization, a range of abilities, needs, and interests will be present, and that

each teacher has the responsibility of attempting to move each student from where he is educationally to where he can be.

We believe that public schools belong to the people, and that through their elected representatives and within the pattern of state control they have a right to expect the schools to carry out their expressed wishes.

We believe in the Seven Cardinal Principles of Education as general objectives of the entire school program.

We believe in an extra-curricular program, related to the objectives of the school, and considered a part of the instructional program of the teacher.

There were other convictions, accepted almost unanimously. Once accepted, they became the frame of reference for future discussions and analyses of such practices as basic textbooks, grouping within the school and within the classroom, report cards, drop-out rates, curricular offerings, methodology, citizens committees, athletic policies, and schedules.

Personnel policies, it seems to me, which fail to consider instructional practices and underlying principles, have within them the germs of destruction, for the entire organization of the public schools exists solely for the benefit of the young folk who are sent to school for instruction and all-around development.

Personnel policies and practices which stimulate and encourage professional growth must grow out of a democratic climate. One may ask, "Who is responsible for school policy-making?" Originally, of course, and this is still basically true, the board of education is the agency which establishes policies. The superintendent, as executive officer, carries them out. The principals and teachers operate within their framework.

The line-and-staff organization appears to be cut and dried by nature, seemingly stultifying in respect to democratic operation. Yet such need not be the case. There are some policies, naturally, which are established in detail by the board of education. Even these, however, are not necessarily formulated in a vacuum. They may have been, and should have been, the resultant of many influences, of information from many sources, of wide interplay of divergent points of view. The power and responsibility to establish policies do not automatically pre-

clude the operation of democratic processes. Nor do they remove from those without designated authority the responsibility to initiate or participate in the techniques which democratic living necessitates.

A similar analysis can be made of the responsibility for policy-making in respect to the superintendent, the principal, the staff, and the pupils. The important thing is not where the power and the responsibility lie, but rather how are they exercised, what machinery exists for their implementation, and whether the proper climate for democratic processes exists.

In systems where the entire staff has accepted the principle of oneness—where administration and staff are considered to have the same interests and objectives—everything is possible in the development of wholesome personnel policies, whether such policies deal with salary schedules, textbook selection, pupil evaluation and reporting, evaluation of performance, or educational travel provisions. Friction and lack of full success and satisfaction seem always to be the by-products when administration creates and applies policies without consultation, or when teachers associations recommend policies on a unilateral basis.

When administration and faculty are considered as two separate entities, with administration regarded as having approval or disapproval prerogatives and faculty as having prerogatives of recommendation (sometimes called demands) and rejection, there is little room for the operation of democratic processes, as these examples will show.

CASE OF THE ONE-WAY CHANNEL

The faculty association of a school district was in the process of choosing a committee to call upon the administration to discuss incentive increments of salary for published writings and research. Right in the midst of their meeting came a statement from the principal that a flat grant of \$100 was authorized for each person with a published contribution approved by the principal. Indignation reigned. "Why didn't they confer with us and let us present our data and points of view to them?" the teachers complained.

In a neighboring town the teachers association, which excluded administrators from its membership because "their problems are different," sent a letter to the superintendent requesting flatly that a \$100 incentive increment be paid to every teacher publishing an

approved article within the year. The superintendent presented it to the board without recommendation. "This is not my plan," he said. "It's the Association's plan. I wasn't consulted."

Regardless of processes and machinery, however, mutual trust is needed before any real progress can be made in educational improvement.

CASE OF THE ADAMANT ADMINISTRATOR

It seems that the teachers of a system, believing firmly in their democratic responsibility to help improve their system, and recognizing their own lack of competence in the field of music, asked for a conference with administration to discuss the advisability of adding a special music teacher to the staff for stimulation, enrichment, and instructional improvement. The principal and superintendent, after reviewing all aspects of the issue, turned thumbs down on the proposal. Their expressed reaction, which eventually grapevined its way to the teachers' ears, was, "They just want a free period." And the subsequent teachers' reaction was, "That's the last time we'll ever try to improve the system. We wash our hands of the attempt to make the schools better."

In like manner the superintendent and principals of a neighboring system had an idea which they thought would improve the schools.

CASE OF THE ADAMANT ABECDARIANS

"Abecedarians" is an ancient word referring to those who teach the ABC's and can be considered a generic name for teachers. The administrators, noting large teacher turnover, low achievement test scores, and unrest in parents, proposed the employment of a supervisor for stimulation, enrichment, and instructional improvement. "No, indeed," stated the teachers in no uncertain terms. "We want no supervisors. We've gotten along without them so far, and we can continue to do so. They just get in our way."

And the administrators left saying, "That's the last time we'll consult with teachers. They're interested only in their own comfort, not in the improvement of the system."

CASE OF THE UNSELFISH GIVER

The spirit within which greatest growth is made is illustrated by the following case.

A school administrator, in his monthly advisory council, said, "Our studies show that each teacher, on the average, spends \$47 per year in purchasing instructional and bulletin-board supplies which cannot be obtained fast enough through our central purchasing system. Do you think we should ask the board to finance such worthy educational purchases? If so, what machinery can we devise that would operate both equitably and legally?"

At the next monthly meeting two teachers presented a proposal. "We're concerned about the turnover rate among our new young teachers. Too many drop out of teaching after one year, feeling themselves to be failures. The reason may be that they invariably are given the largest and most difficult classes, the poorest rooms, and the heaviest extra-curricular schedules. Couldn't we recommend that, in their first year of teaching, these young teachers be given the easiest assignments, to let them grow without such rapid strains and stresses? We question whether we older teachers should benefit, at their expense, through a kind of seniority privilege."

CASE OF THE UNCONSIDERED CONSTITUENCY

It is not always enough for both faculty and administration to agree on a desired personnel policy, or even for agreement to be reached among administration, faculty, and board. A very pertinent question often arises, as the following case will portray.

After long study and consideration a committee of administration and faculty finally reached agreement on a workable and desirable plan for reimbursable sabbatical travel and study leave for the instructional staff. The plan was presented to and defended before the board of education, which finally declared that it believed the plan to be worthy of adoption. "This is a new concept for our community," explained the board president. "We think it is good and desirable. If we adopt it tonight and the community reaction is violently unfavorable, neither you nor we will be pleased. We can both be unfavorably affected. Should we not bring the community to an acceptance of the desirability of the plan before we adopt it? If the answer is 'yes,' whose responsibility is it to obtain an approving public acquiescence?"

I realize that I have not, in this presentation, discussed the *pros* and *cons* of certain personnel-growth provisions now in the forefront of consciousness in the formulation of new codes. All proposals have

intrinsic merit if they are in harmony with conditions, tendencies, and potentialities already evident in particular communities. Actually it is the machinery and the climate and the processes which are important, rather than the results that may emerge at a given moment. If the roads are open and the climate is favorable, what is desirable for a community can be achieved without the devastating effects of partisan conflict.

All of the cases discussed herein involve experiences, and experiences should be good teachers. Attitudes are most significantly affected by experiences, not by information. If experiences are good teachers, what lessons can we draw from those we have recounted? You may not agree with some of the following implications, but I draw them out of their environment to serve as discussion springboards.

CASE FULL OF ARGUMENTATIVE PREMISES

1. No matter where the authority lies, the responsibility for initiating democratic-growth procedures for the creation of personnel policy lies equally upon administration and staff.

2. The establishment of machinery by which policies of growth can democratically evolve is more important than any of the specific results that are obtainable.

3. The evolvment of democratic machinery for the study and consideration of policies involving in-service growth of personnel is the best guarantee of an alert, forward-moving system.

4. Initial or periodic failure to achieve desired ends through machinery established to provide participation in policy formation is no reason to abandon the machinery.

5. The greatest obstacle to success of the democratic process in personnel policy formation is distrust of the integrity and motives of others.

6. Unless both administration and faculty consider themselves as one in evolving policy, no policy will satisfy, nor will it operate with its potential effectiveness.

7. Democratic participation in policy formation is impossible if participants are bound by pre-determined decisions of groups and are unable freely, on the basis of all available evidence, to arrive at the best practicable conclusions.

8. Democratic procedures in personnel-growth policy formation will not work unless the spirit of giving accompanies the desire to receive, in everyone concerned. Democracy and selfishness are antagonistic and antithetical.

9. When in-service growth policies are developed and determined democratically, responsibility lies upon all groups concerned to see that the spirit and substance of the policies are understood and followed by their colleagues.

10. Upon faculty and administration lie much of the responsibility for educating the public to the acceptance of policy innovations, in fairness to the boards of education which grant final approval.

Let me conclude by saying that I believe all personnel in-service growth policies should evolve from democratic procedures, that such democratic procedures are absolutely essential in our public schools, that they are necessary for efficient operation and direction, that schools in which growth patterns are imposed are inefficient schools, that no objective is so worth pursuing as greater in-service growth, that democratically-derived growth processes cannot be operative if administration and faculty are conceived to be forces in conflict, and, finally, that just as in-service growth is needed in understanding better a proper board-administration-faculty relationship, it is no less essential in achieving an improved understanding of good teacher-pupil and teacher-parent relationships.

.

ANALYST'S ADDRESS, UNIT C¹

CLARICE KLINE

*High School Teacher
Waukesha, Wisconsin*

DWAYNE Orton, in a speech before the Albany TEPS Conference, told of a parade of strikers. "They were carrying banners down the street . . . and one [which] stretched across the entire pavement . . . had this very simple statement, 'We want bread, but we want roses too.' Bread and roses. We want a good standard of living—we want the material returns of our labor. We want roses too. We want a feeling of self-determination; we want a sense of belonging; we want the sense of creativeness; we want the status of worthwhileness; we want a condition of approval and recognition; we want a feeling of security; we want simple respect."²

To obtain these standards and conditions which will generate a greater appreciation of the value of teaching and greater respect for the significant service that competent teaching staffs render is our ultimate aim. Wise personnel policies that promote and stimulate professional growth will hasten the day for such stature and prestige to be accorded the teachers of the nation.

THREE PHASES OF PROFESSIONAL GROWTH

Professional growth in a teacher is evidenced by an outreach in at least three directions.

The first is the basic urge and need to become the most effective teacher possible—the stimulation to do creative thinking, to initiate better teaching, and to add breadth and depth to knowledge. This is an integral part of professional growth, and because it can perhaps be more easily measured in terms of college credits, courses, travel, and

¹Analyst's Address, Problem Area III, delivered before Unit C, the Washington Conference, June 28, 1957.

²Dwayne Orton, "Human Relations in Administration," *Companion Volume to Competent Teachers for America's Schools: Lay-Professional Action Programs to Secure and Retain Qualified Teachers* (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1954), p. 49-56.

workshops, many teachers and school systems go this far and no farther in their search for professional growth. In a June, 1956, study of teacher personnel practices, the NEA listed college courses and educative travel as the first two commonly acceptable evidences of professional growth.³ Those of us who are classroom teachers know that this is but a fraction of what might be done through wise and imaginative personnel policies to help us become master teachers. These policies might include (1) a lightened teacher load, to provide the needed time for research, for pre-planning in the use of non-classroom materials, for individual counseling; (2) a salary schedule high enough to attract and retain competent teachers and, in addition, containing recognition that there are more ways of professional growth than simply getting three credits in an extension course; (3) a plan for promotions within the system that recognizes service and ability; (4) provisions for assistance to beginning teachers and to others who want help with instructional problems; and (5) and most important of all, an administrative attitude that encourages the creative teacher by interest, praise, and moral support. A school system with these types of personnel policies will find the best classroom teachers eager to be a part of it.

The second aspect is growing awareness and recognition by teachers of a responsibility to the profession itself. Today's classroom teacher is a professional who needs to make a professional contribution. This contribution may find expression in projects within the school system and/or in participation in professional organizations. Third on the NEA's list of evidences of professional growth was committee work on special school assignments. Those wonderful, exasperating, time-consuming committees! The members of no other profession go to as many committee meetings as do teachers—and in many instances the thought of another committee is enough to send us into hiding! The personnel problem here is that we become so engrossed in the committee process, in many cases, that we forget the problems we set out to solve. But there are problems, vital problems, that teachers can assume leadership in solving; and they will under the proper personnel policies. Developing sound methods of pupil evaluation and reporting; considering and recommending needed changes in curriculum; select-

³National Education Association, Research Division, *Teacher Personnel Practices, Urban School Districts, 1955-56*, Special Memo (Washington, D.C.: the Association, June 1956), 34 p.

ing textbooks; planning courses of study—these are only a few examples of problems that teachers should tackle. These activities benefit a school system and contribute to the professional growth of its staff. This type of effort must result in constructive action, however, for if the recommendations are merely received and filed away, not only is the benefit to the school system lost, but the next time such undertakings are suggested teachers will be slow to respond. Let the policies state clearly whether this activity is strictly research or whether action can result.

One of the projects which can contribute greatly to a teacher's professional growth has developed out of the vast school building program in which boards and administrators have sought teacher participation in planning buildings and selecting equipment. If this participation has been active and on the decision-making level, rather than nominal and advisory in nature, teachers can make a real professional contribution and, at the same time, acquire a great amount of new knowledge. I know whereof I speak, for we have faculty committees now finishing two years of work with architects, equipment companies, and the administration as we anticipate the move into our new high school building. It has certainly resulted in definite professional growth for the participants.

There is also the current educational delight known as the in-service training program which reads wonderfully well on the superintendent's annual report but in practice is reduced too often to a one-day session with a speaker (preferably from some college) to talk about something. This is in-service at its worst; at its best, it could be a vital factor in professional growth. Some of the blame lies with classroom teachers who either (1) have not made clear what they desire, or (2) have had no share in the planning. Ideally, in-service programs ought to be so varied, so numerous, and so voluntary that every teacher will find something to serve his needs. As long as in-service programs are to be considered a phase of professional-growth proposals, policies for planning them should be clearly defined.

On the subject of activity and participation in professional organizations, someone once said that an experienced teacher owes his organization a share of his time, interest, and especially his leadership, as well as financial support; and a beginning teacher owes it financial support and enough interest to gain an understanding and appreciation of its

program. Personnel policies ought to make clear these obligations. Released time without loss of pay to share in professional activities has been endorsed by school boards associations, administrators associations, and classroom teachers alike. We are realizing as never before that teachers who attend such meetings, who feel the inspiration that professional conferences can kindle, return to the classroom with renewed vigor and enthusiasm from having had this broader look at educational problems. If I may use a personal reference: The fact that my school board last year allowed me whatever time was necessary to discharge the duties of President of the Wisconsin Education Association not only was a challenge to me to make a worthwhile contribution in that office, but more important, indicated to other school boards that they considered this a valuable educational experience and service.

Likewise, personnel policies ought to give encouragement to the local professional association to participate as an organization in varied activities so that the community may recognize the teachers group as a professional organization. Should the president of a local teachers association have a standing invitation to sit in on school board meetings? When a local association speaks on behalf of teacher welfare, what kind of reception does it get? Should an administration by-pass an association in its relations with the staff on matters that are included in the association's program? Great sensitivity in this area is needed by boards and administrators if the local association is to develop status and prestige. Policies and practices will vary greatly from one locality to another in this respect, but the purpose must be to give dignity and importance to the professional association.

The third direction in which we should be seeking professional growth is in an over-all concern for the cause of public education. Perhaps this should not be separated from the other two, but I have viewed with some misgivings a general indifference on the part of classroom teachers to the broad problems of public education. If public education is our cause, we should be glad to serve it. I do not think it a flattering measure of professional stature that teachers fill a legislative hall when a retirement bill is under consideration and then are absent from hearings on proposals to increase state aid to education. Support for the total educational program can be found in intelligent, interested, well-informed faculties. The superintendent's advisory council has become a generally accepted personnel practice. If it is

used to its greatest advantage, faculties receive information and become better able to interpret the total educational program. Public education has been America's great and unique contribution to world culture. Surely it would seem strange, indeed, that any of us would—through neglect or indifference—tear down the structure. Yet, as Edmund Burke said, "The only thing necessary for the triumph of evil is that good men do nothing." Good teachers, professional teachers, must recognize the role of public education in a democracy; and thoughtful personnel policies should encourage and demand that we stand up and be counted for our cause.

HOW PERSONNEL CODES MAY BE DEVELOPED

Granting that these descriptions of professional growth are some of the elements which we wish to stimulate, and that personnel policies will have to be developed to provide the climate for such growth, the next major task, it seems to me, is to consider ways and means through which the desired policies may be formulated.

Legally and ultimately policy-making is the prerogative of a board of education. Yet in the preliminary discussions we should invite to join in the problem-solving all those who have a stake in the consequences. This does *not* mean that everyone has to share in everything. It does mean, however, that we substitute cooperative thinking for paternalism. Mutual understanding can be built only when each side is genuinely interested in listening to, and learning from what the other has to say. All of the skills we have learned in communication will be brought into use. Failure to communicate may not be a matter of vocabulary but of emotion. Fear, suspicion, or jealousy may nullify the sense of the words that are used. There are times when we will need to consider the truth of the statement, "I can't hear what you say because I see what you do." Whether or not the staff and/or the local association participates freely or grudgingly will depend greatly on the administrator and his sincerity in inviting joint effort. There is an old Spanish proverb that reads, "He who would kindle others must himself glow." Joint consultation as a regular procedure will do much to bridge the gap between the three groups involved and evidence their concern in the process of learning to work together. All employees should feel that they are valued not only for what they can do, but also for what they feel and think. This sets the stage for the kind of talk that gets somewhere and eventually reaches decisions.

Education is a team process. Who of us can say of any child's development, "This much I, and I alone, did for him"? Personnel policies must never pit one teacher against another. Incidentally, this is a valid argument against merit rating as a personnel policy. On the contrary, they must promote cooperative activity that "we" may accomplish the greatest good for the children in our classrooms and the greatest professional growth for ourselves.

Few teachers have developed to their full potential and even fewer school staffs have done so. Abundant opportunity must be provided for teachers to recognize their own problems, appraise their own efforts, conduct their own experimentation, and plan their own action programs. Under such conditions they can discover what kind of personnel policies should be written to stimulate their professional growth.

One of the greatest pitfalls to be encountered during this period of group discussion will be the determination of criteria for the evaluation of professional growth. In our zeal to measure and reduce everything to nice neat formulas, school systems have erred in trying always to tie professional growth to salary schedules. Originally it was the type of plan that read "earn six collegiate credits every five years" or "attend summer school once in every five-year period." We have made some progress since then, for many schools have now included travel, conferences, and work experience which may make up a part of the credits to be earned. This, of course, means that someone must evaluate these items to determine the extent of the credit to be granted. Some schools use the term "equivalency credits" to refer to those which may be substituted for actual courses taken at a college. There are some abuses apparent in these plans. In the first place, they presuppose professional growth as a result—which may or may not be true. We have all been acquainted with the teacher who carefully takes the required number of credits at the prescribed intervals but who has not grown professionally since he started to teach. Yet with the salary schedule tied to this plan, he regularly receives his next increment. There is an answer to this situation, but it will be suggested a bit later.

If we stop at this point in our evaluation, we fail to recognize that there are so many other wonderful experiences that can contribute to our professional growth which can never be measured either in terms of credit or by dollars on a salary schedule. How do you evaluate the growth that takes place with your first NEA convention, a TEPS conference, service on state education committees, a drive-in meeting of

local presidents? The list could go on almost indefinitely. How do you encourage teachers to take advantage of all the experiences that await them? What we need to do, therefore, is to make sure that the policy statement, whether it be a long elaborated set of regulations or a brief statement of intent, advocates the free participation of teachers in a wide variety of educational experiences; that it goes into some detail about what these experiences might include; and finally, that it is very specific in letting the staff know that these experiences are considered valuable.

If I may draw from my own background again, when I was invited to participate in the Kansas City investigation by the NEA, I relayed the invitation to my administrator who said, "Go ahead—on condition that you come back and tell us about it." Later, the board granted the necessary released time for final meetings, showed interest in the final report, and made it plain that here was, from their viewpoint, a real educational experience. And I trust that since then there may have been others on our staff who have accepted other responsibilities because of this attitude of the board and superintendent.

Joint effort by a local teachers association with the school board in determining those activities which affect professional growth might do much to broaden the base on which personnel policies will operate. Wendell Pierce, in the working papers for the Parkland Conference, made the statement that an effective evaluation and appraisal program which will help staff members to become better aware of their strengths and weaknesses, which will provide the kind of professional help to assist in raising the level of proficiency, should be a specific goal of those personnel policies relating to professional growth.⁴

I have purposely confined the discussion so far to the positive aspects of professional growth. However, we need to recognize the unpleasant truth that some teachers will meet basic requirements only if these requirements are part of the salary schedule. Beyond that, these teachers are not interested. We need not be too disturbed that this problem exists. If the staff is working under far-sighted and professional personnel policies, this minority of non-professionally-minded people will find themselves so out of step that we can gradually

⁴Wendell H. Pierce, "Personnel Policies for Permanent Members of the Profession: Working Paper," *The Professional Standards Movement in Teaching: Progress and Projection*, Report of the Parkland Conference (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1956), p. 136-143.

eliminate them, and under high standards for employment we may replace them with teachers who are true professionals. Local associations have not always faced up to this problem as realistically as they might have. If a board of education needs to establish personnel policies governing professional growth, it is not too much to expect local associations to set some standards also. Codes of ethics which contain statements about professional behavior and growth should be implemented by local action programs.

SOME ESSENTIAL ELEMENTS IN SOUND PERSONNEL CODES

Finally we come, by the long way around, to the last question. What are the personnel policies we have been seeking? Quite obviously, I think, there is no easy, ready-made answer. These policies must be made to fit each locality and its peculiar situation. We cannot write and produce them here at the Washington Conference in an assembly-line technique. They are not machine-made products of automation but custom-made by fine craftsmen.

Nevertheless, it is our duty here to consider thoughtfully the many facets of professional growth—those facets that influence the day-by-day relationships within the school system and those that have far-reaching effects upon the professional development of the entire staff. The challenge of stimulating the teacher's pride in teaching is one which we cannot lightly shrug off. Our second task will be to formulate some guides for cooperative action in the development of sound personnel policies and procedures. This may well be our great contribution to educational progress in this problem area—if we can suggest a pattern by which we can marshal the good intentions of school boards, administrators, and local teachers into group action which will develop better personnel policies. Armed with ideas for the promotion of such cooperative action, we may each return to our local communities with a sense of mission that we may obtain willing participation from each person according to his ability. We must not experience defeat through failure of teamwork.

Then with shared purposes and common goals plus a dynamic group approach, it should be possible for local areas to arrive at well-written, clearly understood personnel policies based on mutual trust, faith, and integrity. Such policies will stimulate us "to look up and not down; to look forward and not back; to look out and not in; and to lend a hand."

Appendices

Appendix A

SELECTED BIBLIOGRAPHY

1. AMERICAN ASSOCIATION OF EXAMINERS AND ADMINISTRATORS OF EDUCATIONAL PERSONNEL. *Principles and Procedures of Teacher Selection*. Philadelphia: the Association, 1951. 254 p.
2. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Special Pamphlets*. Washington, D. C.: the Association, a department of the National Education Association.
Administering a Sick-Leave Program for School Personnel. 1954. 24 p.
Teacher Orientation: Off to a Good Start. 1956. 24 p.
Written Policies for School Boards. 1955. 24 p.
3. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Staff Relations in School Administration*. Thirty-Third Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1955. 470 p.
4. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. "Personnel Practices." *Superintendent as Instructional Leader*. Thirty-Fifth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1957. Chapter 5, p. 53-74.
5. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. "Teacher Personnel." *Review of Educational Research* 25: 193-269; June 1955.
6. ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *Better Than Rating*. Washington, D. C.: the Association, a department of the National Education Association, 1950. 83 p.
7. BAIN, READ. "Action Research and Group Dynamics." *Social Forces* 30: 1-10; October 1951.
8. BARTKY, ADOLPH J. *Administration as Educational Leadership*. Stanford, Calif.: Stanford University Press, 1956. 256 p.
9. BOWMAN, EUGENE W. "A Comparison of Teachers' and Administrators' Opinions of Personnel Administration Practices." *Journal of Educational Research* 49: 229-33; November 1955.
10. CHANDLER, BOBBY J., and PETTY, PAUL V. *Personnel Management in School Administration*. New York: World Book Co., 1955. 598 p.
11. COOK, L. A., editor. *Toward Better Human Relations*. Detroit: Wayne University Press, 1952.
12. COOPER, DAN H., and BERGDOLT, LOUIS A. "Selected References on Public School Administration; Teaching Staff and Other Employees." *Elementary School Journal* 57: 282-83; February 1957.
13. CULBERTSON, JACK. "The Cement of Personnel Relations." *California Journal of Secondary Education* 31: 353-57; October 1956.
14. ELSBREE, WILLARD S. "Trends in Personnel Management." *High School Journal* 40: 70-75; November 1956.

15. ELSBREE, WILLARD S., and REUTTER, E. EDMUND, JR. *Staff Personnel in the Public Schools*. New York: Prentice-Hall, 1954. 438 p.
16. GRIFFITHS, DANIEL E. *Human Relations in School Administration*. New York: Appleton-Century-Croft, 1956. 458 p.
17. HAGMAN, HARLAN. *Administration of Elementary Schools*. New York: McGraw-Hill Book Co., 1956. 356 p.
18. HERSEY, REXFORD B. *Zest for Work*. New York: Harper and Brothers, 1955. 270 p.
19. HUGGET, ALBERT J., and STINNETT, T. M. "Professional Personnel Problems and Working Conditions." *Professional Problems of Teachers*. New York: Macmillan Co., 1956. Part II, p. 103-242.
20. HUGHES, JAMES M. *Human Relations in Educational Organization*. New York: Harper and Brothers, 1957. 425 p.
21. LAWSON, DOUGLAS E. *School Administration, Procedures and Policies*. New York: Odyssey Press, 1953. 405 p.
22. MAIER, NORMAN R. F., and SOLEM, ALLEN R. "The Contribution of a Discussion Leader to the Quality of Group Thinking: The Effective Use of Minority Opinion." *Human Relations* 5: 277-88; No. 3, 1952.
23. MANNING, WILLIAM R., and OLSEN, LIONEL R. "Democratic Social Climate." *Nation's Schools* 56: 82-83; October 1955.
24. MONES, LEON, editor. "Educational Personnel Administration." *Education* 75: 203-77; December 1954.
25. MOORE, HAROLD E., and WALTERS, NEWELL B. *Personnel Administration in Education*. New York: Harper and Brothers, 1955. 476 p.
26. MOORE, PAUL L. "To Get Loyal Cooperation, Make Workers Feel They Belong." *Personnel Journal* 34: 417; April 1956.
27. NATIONAL EDUCATION ASSOCIATION, NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS. *Competent Teachers for America's Schools: Lay-Professional Action Programs to Secure and Retain Qualified Teachers*. Report of the Albany Conference. Washington, D. C.: the Association, 1954. 322 p.
28. NATIONAL EDUCATION ASSOCIATION, NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS. *Statements of Policy*. Washington, D. C.: the Commission, 1956. 14 p.
29. NATIONAL EDUCATION ASSOCIATION, NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS. "Personnel Policies for Permanent Members of the Profession." *The Professional Standards Movement in Teaching: Progress and Projection*. Report of the Parkland Conference. Washington, D. C.: the Association, 1956. Part V, p. 115-48.
30. NATIONAL EDUCATION ASSOCIATION, NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS. *The Teaching Profession Grows In Service*. Report of the New Hampshire Conference. Washington, D. C.: the Association, 1950. 194 p.

31. NATIONAL EDUCATION ASSOCIATION, COMMITTEE ON TENURE AND ACADEMIC FREEDOM. *Practical Personnel Policies Essential for Good Schools*. Washington, D. C.: the Association, 1952. 6 p.

32. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF CLASSROOM TEACHERS. *Teacher Load—Teacher Lift*. Washington, D. C.: the Association, 1953. 15 p.

33. NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF CLASSROOM TEACHERS AND RESEARCH DIVISION. *Discussion Pamphlets*. Washington, D. C.: the Association.

No. 1. *Teacher Tenure*. Revised, July 1954. 24 p.

No. 5. *Ethics for Teachers*. Revised, November 1956. 24 p.

No. 7. *Teacher Leaves of Absence*. Revised, November 1952. 24 p.

No. 8. *Salary Scheduling*. Revised, April 1956. 24 p.

No. 10. *Teacher Rating*. Revised, July 1954. 24 p.

No. 12. *Democracy in School Administration*. Revised, April 1953. 24 p.

34. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. *Quality-of-Service Recognition in Teachers' Salary Schedules*. Special Memo. Washington, D. C.: the Association, 1956. 36 p.

35. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. *Research Bulletin*. Washington, D. C.: the Association.

Vol. 30, No. 1. "Teacher Personnel Practices, 1950-51: Appointment and Termination of Service." p. 1-32; February 1952.

Vol. 30, No. 2. "Teacher Personnel Procedures, 1950-51: Employment Conditions In Service." p. 35-63; April 1952.

Vol. 35, No. 2. "Salaries and Salary Schedules of Urban School Employees, 1956-57." p. 67-95; April 1957.

36. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. *Teacher Personnel Practices, Urban School Districts*, 1955-56. Special Memo. Washington, D. C.: the Association, June 1956. 34 p.

37. NATIONAL EDUCATION ASSOCIATION, RESEACH DIVISION AND AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Educational Research Service Circulars*. Washington, D. C.: the Association.

No. 7, 1956. *Leaves of Absence Regulations for Teachers*, 1955-56. 46 p.

No. 8, 1956. *Appraisal and Promotion Procedures in Urban School Districts*, 1955-56. 56 p.

No. 2, 1957. *Teachers' Salary Schedules in 138 Urban School Districts Over 100,000 in Population*, 1956-57. 33 p.

No. 4, 1957. *Teachers' Salary Schedules in Urban School Districts 30,000 to 100,000 in Population*, 1956-57. 67 p.

38. NATION'S SCHOOLS. "Importance of Human Relations in Educational Administration." *Nation's Schools* 53: 43-54; January 1954.

39. NEAL, CHARLES D. "Five Years Experience with Internships." *Nation's Schools* 55: 46-50; May 1955.
40. NELSON, D. LLOYD, and STOOPS, EMERY. "Why School Administrators Fail." *Nation's Schools* 57: 55-56; February 1956.
41. NORTHCOTT, CLARENCE H. *Personnel Management: Principles and Practices*. Third edition. New York: Pittman Publishing Corp., 1955. 427 p.
42. PEASE, JAMES E., and ZIMMERMANN, ELIZABETH. "Continuous Improvement is Purpose of La Grange Township's Planning Conferences." *Nation's Schools* 56: 57-59; September 1955.
43. RAMSEYER, JOHN A., and others. *Factors Affecting Educational Administration*. Columbus, Ohio: College of Education, Ohio State University, 1955. 141 p.
44. REMMLEIN, MADALINE KINTER. *Law of Local Public School Administration*. New York: McGraw-Hill Book Co., 1953. "Personnel Administration," p. 158-90.
45. SCHOOL EXECUTIVE. "Personnel Selection Practices." *School Executive* 74: 76-87; May 1955.
46. SCOTT, W. D.; CLOTHIER, R. C.; and SPIEGEL, W. R. *Personnel Management*. Fourth edition. New York: McGraw-Hill Book Co., 1949. 648 p.
47. SEEGER, MARTIN L. "A Twenty-Year Sampling of Teacher Attitudes." *School Executive* 75: 46-48; December 1955.
48. SEIDMAN, JEROME M., editor. *Readings on Educational Psychology*. Boston: Houghton-Mifflin Co., 1955. 402 p.
49. SMITH, MAX S., and SMITTLE, W. RAY. *The Board of Education and Educational Policy Development*. Clawson, Mich.: Oakland Educational Press, 1954. 110 p.
50. STINNETT, T. M. *The Teacher and Professional Organizations*. Third edition. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1956. 166 p.
51. SWEET, E. F. "Teachers Should Be Allowed to Participate in Policy Making." *Clearing House* 30: 501-502; April 1956.
52. VAN DUYN, ROBERT G. "In-Service Programs Improve Administration." *School Executive* 74: 19-21; March 1955.
53. WEBER, CLARENCE A. *Personnel Problems of School Administrators*. New York: McGraw-Hill Book Co., 1954. 378 p.
54. WYNN, RICHARD. "Teachers are Entitled to Job Satisfaction." *Nation's Schools* 55: 43-45; May 1955.
55. YAUCH, WILBUR A. *Improving Human Relations in School Administration*. New York: Harper and Brothers, 1949. 299 p.

Appendix B

LIST OF PARTICIPANTS

- ABBOTT, JOHN. Secondary Principal, 136 Middle Street, Old Town, Maine.
- ADKINS, EDWIN P. Director of Education, New York State College for Teachers, Albany, New York.
- ALBERTSON, WALTER S. Principal, 807 North Grove Avenue, Oak Park, Illinois.
- ALEXANDER, KATHRYN MAE. Teacher, 4520 Frankfort Street, El Paso, Texas.
- ALEXANDER, MARY. Teacher, 1201 East Lamar Street, Palestine, Texas.
- ALLEN, CATHERINE. Teacher, 2816 Cathedral of Learning, University of Pittsburgh, Pittsburgh 13, Pennsylvania.
- ALLEN, CHARLES M. Associate Dean, College of Education, University of Illinois, Urbana, Illinois.
- ALLEN, WENDELL C. Director of Teacher Education and Certification, State Board of Education, Room 220, Old Capitol Building, Olympia, Washington.
- ALLMAN, H. B. Teacher, 405 South Highland Street, Bloomington, Indiana.
- ALONSO, BRAULIO. Junior High School Principal, 3510 - 11th Street, Tampa 5, Florida.
- ALSTON, M. O. Dean, College of Education, Florida Agricultural and Mechanical University, Tallahassee, Florida.
- AMISS, BESSIE D. Supervising School Nurse, 213 Winthrop Drive, Alhambra, California.
- AMMONS, MARGARET. Associate Secretary, Association for Childhood Education International, 1200 - 15th Street, N. W., Washington 5, D. C.
- ANDERSON, ARTHUR C. Supervisor of Research and Publications, State Department of Public Instruction, State Office Building, Des Moines 19, Iowa.
- ANDERSON, BEVERLY. Student, Nebraska Wesleyan University, Lincoln 4, Nebraska.
- ANDERSON, EARL W. Chairman, Department of Education, The Ohio State University, Columbus 10, Ohio.
- ANDERSON, GEORGE F. Associate Executive Secretary, American Association for Health, Physical Education, and Recreation, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- ANDERSON, GILBERT. Elementary Principal, 208 Mary Street, Beaver Dam, Wisconsin.
- ANDERSON, GORDON F. Personnel Director, Community Consolidated Schools, District No. 65, Evanston, Illinois.
- ANDERSON, HAYDEN L. V. Executive Director, Division of Professional Services, State Department of Education, Augusta, Maine.
- ANDERSON, REBA. Teacher, 509 East 11th Street, Hutchinson, Kansas.
- ANDERSON, SHIRLEY. Student, Grand Canyon College, Phoenix, Arizona.
- ANDERSON, WALTER. Teacher, New York University, New York, New York.
- ANDERSON, YVONNE. Student, Alabama College, Montevallo, Alabama.
- ANDREWS, ANNE. High School Counselor, 2532 Arkansas Avenue, Wichita, Kansas.
- ANDREWS, JOSEPHINE. Teacher, 307 North 11th Street, Ft. Pierce, Florida.
- ANDREWS, ROSALIE. Teacher, 34-C, 3 Myrtle Apartments, Charlotte, North Carolina.
- ARAGON, JOHN. Field Service Secretary, New Mexico Education Association, P. O. Box 1499, Santa Fe, New Mexico.
- ARMSTRONG, GRACE. Associate Director, Division of Professional Education, Mankato State College, Mankato, Minnesota.
- ARMSTRONG, LUCILLE. Teacher, 707 Helen Drive, Charleston, West Virginia.
- ARMSTRONG, STUART. Teacher, 707 Helen Drive, Charleston, West Virginia.
- ARMSTRONG, W. EARL. Director, National Council for Accreditation of Teacher Education, Mills Building, 17th and Pennsylvania Avenue, N. W., Washington 6, D. C.

- ARNDT, ELMER R. Teacher, Box 202, Belen, New Mexico.
- ARNOLD, EUGENE. Teacher, Philander-Smith College, Little Rock, Arkansas.
- ASHLAND, ISABELLE. Teacher, 614 Sherman Street, Jackson, Minnesota.
- BADEN, CARL. Superintendent of Schools, Mariemont, Ohio.
- BAILER, JOSEPH R. Teacher, Western Maryland College, Westminster, Maryland.
- BAKER, FRANCES. Student, Mount Vernon High School, Alexandria, Virginia.
- BAKER, GEORGE H. Executive Administrative Assistant, Detroit Public Schools, 1354 Broadway, Detroit, Michigan.
- BALSLEY, EUGENIA. Teacher, 3900 Hamilton Street, Hyattsville, Maryland.
- BALTHIS, FRANK. Field Assistant, Illinois Education Association, Room 704, 109 North Dearborn Street, Chicago, Illinois.
- BANEY, HOPE. Teacher, Hawthorne Court #23, Pendleton, Oregon.
- BANKS, L. FRAZER. Superintendent of Schools, P. O. Box 114, Birmingham, Alabama.
- BARDEN, JOHN G. Teacher, Appalachian State Teachers College, Boone, North Carolina.
- BARKER, KATHRYN. Teacher, 2440 Pierce Street, Beaumont, Texas.
- BARNETT, KUHN. Supervisor, Special Education Service, State Board of Education, Richmond 26, Virginia.
- BARR, ANNE. Teacher, 312 South 17½ Street, Reading, Pennsylvania.
- BARTREM, MARJORIE. Teacher, 2370 Sebring Place, Pittsburgh 35, Pennsylvania.
- BATCHELDER, MRS. RICHARD D. Teacher, Chatham, Cape Cod, Massachusetts.
- BATCHELDER, RICHARD D. Teacher, Chatham, Cape Cod, Massachusetts.
- BAXTER, JESSIE. General Supervisor, Alamance County Schools, Graham, North Carolina.
- BEACH, LILLIAN E. Teacher, 709 West View Terrace, Alexandria, Virginia.
- BEAMAN, MARY JANE. Teacher, R.R. #7, Box 462, Indianapolis, Indiana.
- BEAVEN, WINTON H. Dean, School of Graduate Studies, Seventh-Day Adventist Theological Seminary, 6830 Laurel Avenue, N. W., Washington 12, D. C.
- BEERY, JOHN R. Dean, College of Education, University of Miami, Coral Gables, Florida.
- BEHRENS, DOROTHY. Elementary Principal, 3800 Flora Place, St. Louis, Missouri.
- BELCHER, GRACE D. Teacher, 380 Union Avenue, Lynbrook, New York.
- BELDEN, GLADYS. Teacher, 432 Ferry Street, Albany, Oregon.
- BELL, M. HAROLD. Superintendent of Schools, Harrisonburg, Virginia.
- BELL, WALTER S. Director of Audio-Visual Education, Board of Education, 170 - 10th Street, N. E., Atlanta, Georgia.
- BELL, WILMER V. Director, Adult Education, Baltimore City Department of Education, 702 Kingston Road, Baltimore 12, Maryland.
- BENNETT, FLORENCE DUNN. Teacher, St. Cloud State College, St. Cloud, Minnesota.
- BENSON, ARTHUR L. Director, Teachers Examinations, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.
- BERDOU, MARY VIRGINIA. Student, St. Mary's Dominican College, New Orleans, Louisiana.
- BERNARD, EVELYN KAY. Student, Box 42, Huron College, Huron, South Dakota.
- BERRY, MILDRED. Teacher, 352 Whitehall Street, Lynbrook, New York.
- BERTERMANN, HELEN. Elementary Principal, 1339 Cryer Avenue, Cincinnati, Ohio.
- BERTIN, EUGENE P. Assistant Executive Secretary, Pennsylvania State Education Association, 400 North 3rd Street, Harrisburg, Pennsylvania.
- BERTRAND, MARY. Teacher, 2435 West Wisconsin Avenue, Milwaukee 3, Wisconsin.
- BEST, PEARL. Teacher, Occoquan, Virginia.
- BETH, MRS. J. E. President, Kansas Congress of Parents and Teachers, Wellington, Kansas.
- BEVIS, HOWARD L. Chairman, President's Committee on Scientists and Engineers, Washington 25, D. C.
- BICKART, CHARLES. Student, Las Vegas High School, Las Vegas, Nevada.

- BIGLEY, MRS. WILLIAM. Teacher, 402 North Madison Street, Magnolia, Arkansas.
- BINFORD, LYNWOOD T. Teacher, 2107 Lamb Street, Richmond, Virginia.
- BINGHAM, E. H. Director of Teacher Education and Certification, State Department of Public Instruction, Oklahoma City 5, Oklahoma.
- BINKLEY, FRANCIS W. Elementary Principal, 54 Deland Avenue, Columbus, Ohio.
- BIXLER, LORIN E. Head, Teacher Education, Muskingum College, New Concord, Ohio.
- BLACK, JESSE R. Teacher, 1102 Birch Lane, Provo, Utah.
- BLACK, LUTHER J. Secretary, State Teacher Certification Board, State Department of Public Instruction, Springfield, Illinois.
- BLACKBURN, CLIFFORD. Teacher, Box 6265, North Texas Station, Denton, Texas.
- BLACKMON, DON E. Superintendent of Schools, Dell, Arkansas.
- BLALOCK, S. WILFRED. Student, Winston-Salem Teachers College, Winston-Salem, North Carolina.
- BLATERIC, HELEN, Teacher, 1026 Maywood Avenue, Akron 6, Ohio.
- BLOOMER, MRS. G. BEALE. League of Women Voters of Maryland, 4422 Walsh Street, Chevy Chase 15, Maryland.
- BLY, ELEANOR. Teacher, 800½ West Charles Street, Muncie, Indiana.
- BOESE, OPAL L. Teacher, 813 West 4th Avenue, Mitchell, South Dakota.
- BOLAN, BESS M. Teacher, 2628 Harrison Avenue, Cincinnati 11, Ohio.
- BOLEY, A. W. Junior High School Principal, 117 West Central Boulevard, Kewanee, Illinois.
- BOOKER, TED W. Director, Teacher Education, Valdosta State College, Valdosta, Georgia.
- BOOZER, HOWARD R. Secretary-Treasurer, Council for Cooperation in Teacher Education, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.
- BORDINE, KENNETH. Dean of Teacher Education, Central Michigan College, Mt. Pleasant, Michigan.
- BORG, JACK H. Teacher, 1639 York Street, Des Moines 16, Iowa.
- BOSWORTH, BEVERLY JUNE. Student, Box 175, Western Maryland College, Westminster, Maryland.
- BOWEN, LARRY. Student, Central Washington College of Education, Ellensburg, Washington.
- BOWERS, HAROLD J. Director, Division of Teacher Education and Certification, State Department of Education, Columbus 15, Ohio.
- BOYCE, KATE L. Teacher, 35 Lorenz Avenue, Dayton 7, Ohio.
- BRACKEN, CLAIRE B. Teacher, 509 Jefferson Street, Apt. 4, Boise, Idaho.
- BRADBY, LELIA A. Teacher, 1030 Barnwell Avenue, Aiken, South Carolina.
- BRADLEY, RAYMOND J. Head, Department of Education, Macalester College, Saint Paul 1, Minnesota.
- BRADLEY, RICHARD. Teacher, Raytown, Missouri.
- BRADGON, STACY L. Supervisor, 47 Parker Road, Wellesley 81, Massachusetts.
- BREIDENSTINE, A. G. Dean, State Teachers College, Millersville, Pennsylvania.
- BRENDEL, A. J. Superintendent of Schools, Grand Blanc, Michigan.
- BREUHAUS, BABETTA A. Teacher, 3863 Monticello Boulevard, Cleveland Heights 21, Ohio.
- BRIGHAM, ELIZABETH. Teacher, Route 6, Box 353, McAlester, Oklahoma.
- BRILLHART, NORMAN C. Teacher, 2006 Steuben Road, Reading, Pennsylvania.
- BRINLEY, J. HAROLD. Director, Nevada Association of School Administrators, Box 551, Las Vegas, Nevada.
- BROOKS, MARION L. Superintendent of Public Instruction, State Department of Public Instruction, Phoenix, Arizona.
- BROTMAN, SYLVIA. Staff Member, Membership Division, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- BROWN, CLEORA. Teacher, 313 South Center Street, Geneseo, Illinois.

- BROWN, EVERETT W. Director of Field Services, Northwest Missouri State College, Maryville, Missouri.
- BROWN, F. F. Assistant Superintendent of Public Schools, 418 South Washington Street, Alexandria, Virginia.
- BROWN, HERBERT R. Director of Personnel, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- BROWN, ISAIAH H. Teacher, Education Department, Agricultural and Technical College of North Carolina, Greensboro, North Carolina.
- BROWN, M. GORDON. Coordinator of Teacher Recruitment, State Department of Education, State Office Building, Atlanta, Georgia.
- BROWN, MRS. JOHN H. President, West Virginia Congress of Parents and Teachers, 2018 - 23rd Street, Parkersburg, West Virginia.
- BROWN, RICHARD LEE. Student, Hendrix College, Conway, Arkansas.
- BROWN, WARREN M. Commissioner of Education and Certification Officer, State Department of Education, Cheyenne, Wyoming.
- BROWNING, B. F. Teacher, 746 Colorado Avenue, Louisville 8, Kentucky.
- BRUMFIELD, NINA OLIVER. Teacher, 319 Wheeler Street, Ardmore, Oklahoma.
- BRYANT, HARLAN F. Dean, College of Education, University of Wyoming, Laramie, Wyoming.
- BRYSON, LYMAN. Moderator, "Invitation to Learning," Columbia Broadcasting System, 450 Riverside Drive, New York 27, New York.
- BUHLER, ERNEST O. Student, Winona State College, Winona, Minnesota.
- BULL, MRS. FRED L. President, Maryland Congress of Parents and Teachers, 4312 Rowalt Drive, College Park, Maryland.
- BURDETTE, ESALEE J. Teacher, 343 Robert Toombs Avenue, Washington, Georgia.
- BURGESS, ELEANOR. Teacher, 137 Heatherdown Drive, Decatur, Georgia.
- BURR, SAMUEL ENGLE, JR. Chairman, Department of Education, American University, Washington 16, D. C.
- BUSHELL, DOROTHY. Teacher, 2680 Van Buren Avenue, Ogden, Utah.
- BUSHY, SUE. Student, Arizona State College, Flagstaff, Arizona.
- BYERLY, CARL L. Associate Superintendent of Schools, 7530 Maryland Avenue, Clayton 5, Missouri.
- CABE, ERNEST W., JR. Director of Personnel and Research, Austin Independent School District, Austin 1, Texas.
- CAIRNS, MYRTLE. Teacher, 2125 N. W. Flanders Street, Portland, Oregon.
- CANNON, MAXINE. Teacher, 309 North Jefferson Street, Beeville, Texas.
- CANTWELL, EILEEN. Teacher, 1614 East Royall Place, Milwaukee, Wisconsin.
- CARMICHAEL, LARRY LEE. Student Mississippi State College, Starkville, Mississippi.
- CARR, MRS. HENRY. First Vice President, Missouri Congress of Parents and Teachers, Route 11, Box 1358, Springfield, Missouri.
- CARR, PAUL O. Dean of Instruction, District of Columbia Teachers College, 11th and Harvard Streets, N. W., Washington 9, D. C.
- CARRIGAN, RICHARD M. Director of Publications, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Stree, N. W., Washington 6, D. C.
- CARROLL, LUCILLE. Teacher, 320 East Bowman Street, Wooster, Ohio.
- CASE, ELLEN. Teacher, 3202 North 53rd Street, Milwaukee 16, Wisconsin.
- CASE, HELEN. Teacher, 102 South Arthur Street, El Dorado, Kansas.
- CASE, MRS. RUSSELL. President, Oregon Congress of Parents and Teachers, 211 Education Center Building, Portland 4, Oregon.
- CASEBOLT, ELEANOR L. Supervisor of Teacher Certification, State Department of Education, Denver, Colorado.
- CHAMBERS, W. MAX. President, Central State College, Edmond, Oklahoma.
- CHANDLER, PAUL G. President, State Teachers College, Clarion, Pennsylvania.
- CHANDLER, RUTH I. Teacher, Rim Rock School, Gillette, Wyoming.
- CHAPMAN, MAXINE. Teacher, 409 North 8th Street, Fort Smith, Arkansas.

- CHENAULT, ROBERT N. Principal, Warner School, 626 Russell Street, Nashville, Tennessee.
- CHENEY, BOB. Student, University of Illinois, Chicago, Illinois.
- CHOCK, ROSE. Teacher, 2705 Kilauea Avenue, Hilo, Hawaii.
- CHRISTIANSON, HOWARD. Teacher, 6104 Brookview Avenue, Minneapolis, Minnesota.
- CINNAMON, RONALD. Student, University of Tampa, Tampa, Florida.
- CLAPP, HAROLD L. Executive Secretary, Council for Basic Education, 208 Union Trust Building, Washington 5, D. C.
- CLARK, LOIS M. Assistant Secretary, Department of Rural Education, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- CLARK, POLLY. Teacher, 410 North 25th Street, Fort Smith, Arkansas.
- CLOUGHLY, MARY L. Teacher, Box 1958, Star Route, Alameda, New Mexico.
- COCHRANE, MILDRED S. Elementary Principal, 1202 South Alfred Street, Alexandria, Virginia.
- COCHRANE, MINNIE TAPPAN. Teacher, 215 Fair Avenue, San Antonio 10, Texas.
- COCKERILLE, CLARA E. Assistant Superintendent, Armstrong County Schools, Kittanning, Pennsylvania.
- COFFEY, ADA. Teacher, 2322 Kentucky Avenue, Joplin, Missouri.
- COLE, JAMES W. Teacher, Department of Chemistry, University of Virginia, Charlottesville, Virginia.
- COLE, MRS. ROY L. President, Connecticut Congress of Parents and Teachers, 91 Water Street, Stonington, Connecticut.
- COLES, GERTRUDE F. Teacher, 5766 Dry Ridge Road, Cincinnati 31, Ohio.
- COLLINS, RITA. Teacher, 16 - 2nd Street, Chicopee, Georgia.
- COLVIN, WILSON C. Teacher, Weeks Junior High School, Newton, Massachusetts.
- COMAR, LILLIAN. Dean of Women, Hillsdale College, Hillsdale, Michigan.
- COMBS, LOUISE. Director, Division of Teacher Education and Certification, State Department of Education, Frankfort, Kentucky.
- CONANT, MRS. JAMES S. Glenn Dale Hospital, Glenn Dale, Maryland.
- CONRAD, MARGARET. Teacher, 1723 South 26th Street, Terre Haute, Indiana.
- COOK, FLORENCE. Principal, Shabbona High School, Shabbona, Illinois.
- COOPER, A. B. Director of Teacher Education and Certification, State Department of Education, Cordell Hull Building, Nashville 3, Tennessee.
- COOVER, DON. Teacher, Public School, Gering, Nebraska.
- COPE, IDA LEE. Teacher, 925 Crockett Avenue, Amarillo, Texas.
- COPELAND, RUTH. Teacher, P. O. Box 192, Downey, California.
- CORBETT, ELIZABETH. Teacher, 43 Goodhue Drive, Akron 13, Ohio.
- CORNWELL, GUY E. Superintendent of Schools, Taylorville, Illinois.
- COSNER, ETTA. Coordinator of Elementary Instruction, 1001 Harrison Street, Davenport, Iowa.
- COURTNEY, VIRGINIA. Teacher, 1621 McClung Street, Charleston, West Virginia.
- COUSINS, NORMAN. Editor, *The Saturday Review*, 25 West 45th Street, New York 36, New York.
- CRAGG, INGA. Field Director, Minnesota Education Association, 41 Sherburne Avenue, Saint Paul, Minnesota.
- CRAIG, MADIE E. Teacher, 4206 - 33rd Avenue, Bladensburg, Maryland.
- CRONIN, ANN. Student, Pennington Hall, Oklahoma City University, Oklahoma City, Oklahoma.
- CUBBAGE, MYRTLE C. Teacher, P. O. Box 205, Dover, Delaware.
- CUNNIGHAM, HARRY A. Head, Department of Biology, Kent State University, Kent, Ohio.
- CUNNINGHAM, MORTON C. President, Fort Hays Kansas State College, Hays, Kansas.
- CURRAN, ANNANELLE. Teacher, 1601 South Shepherd Avenue, Houston, Texas.
- CURRIE, DONALD. Director of Placement, Eastern Michigan College, Ypsilanti, Michigan.

- CURTIS, DWIGHT. Teacher, Iowa State Teachers College, Cedar Falls, Iowa.
- CURTRIGHT, HAZEL. Teacher, 17 Monroe Place, Asheville, North Carolina.
- DAHLSTROM, ATHALEEN. Teacher, 225 West 3rd Street, Chanute, Kansas.
- DALE, KENNETH. Teacher, 1353 East Mitchell Drive, Phoenix, Arizona.
- DAMON, G. E. Assistant Secretary, National Association of Secondary-School Principals, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- DANIELSON, LUELLA. Student, Bethany College, Lindsborg, Kansas.
- DARLAND, DAVE. Director of Professional Services, Oregon Education Association, 1530 S. W. Taylor Street, Portland 5, Oregon.
- DARLING, GLADYS. Elementary Principal, 1295 Grove Avenue, Waycross, Georgia.
- DAVEY, MARY. Teacher, Rhode Island College of Education, Providence, Rhode Island.
- DAVIS, DON. Chairman, Division of Professional Education, Kansas State Teachers College, Emporia, Kansas.
- DAVIS, JENNIE LEONE. Teacher, 3600 East St. Martin's Place, Cincinnati, Ohio.
- DAVIS, M. P. Dean, College of Education, East Tennessee State College, Johnson City, Tennessee.
- DAVIS, MRS. W. C. President, Ohio Congress of Parents and Teachers, R.R. #1, Hickory Farm, Medina, Ohio.
- DAVIS, VIOLET. Elementary Supervisor, Forest Hill, Maryland.
- DEACH, DOROTHY. Teacher, University of Maryland, College Park, Maryland.
- DEAL, JUNE. Teacher, 2700 Jackson Boulevard, Elkhart, Indiana.
- DELL, FRANCES. Teacher, 709 S. W. 16th Street, Portland, Oregon.
- DENNEMARK, GEORGE. College of Education, University of Maryland, College Park, Maryland.
- DENNIS, GLADYS. Student, Jackson State College, Jackson, Mississippi.
- DERTHICK, LAWRENCE G. Commissioner of Education, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.
- DESILVA, LIONEL. Executive Secretary, Southern Section, California Teachers Association, 1125 West 6th Street, Los Angeles, California.
- DESOTO, FERN. Teacher, 1098 Sierra Vista Way, Chico, California.
- DEVINNEY, MRS. BOBBIE. Teacher, 2509 Embrey Place, Fort Worth, Texas.
- DICKSON, GEORGE E. Teacher, School of Education, The Ohio State University, Columbus 10, Ohio.
- DIEKROEGER, L. H. Director of Education in Charge of Personnel, Board of Education of the City of St. Louis, 911 Locust Street, St. Louis 1, Missouri.
- DILLARD, SARA. Student, Box 665, New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico.
- DILLARD, LLOYD DOUGLAS. Student, Box 665, New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico.
- DIXON, RALPH. Teacher, 1125 East Portland Street, Phoenix, Arizona.
- DIXON, MRS. EDGAR F. Member, State Board of Education, 615 East 21st Street, Little Rock, Arkansas.
- DOBYNS, CATHERINE. Teacher, Box 53, Floyd, Virginia.
- DODGE, GRACE. Elementary Supervisor, Dover Road, Boothbay, Maine.
- DOLAN, FRANCIS J. Teacher, 35 West Phillips Street, Coaldale, Pennsylvania.
- DOLLAHON, VIRGIL C. Teacher, 500 Sheridan Road, Pekin, Illinois.
- DONLEY, EDNA. Teacher, 1103 Church Street, Alva, Oklahoma.
- DOTSON, JOHN A. Dean, College of Education, University of Georgia, Athens, Georgia.
- DRISCOLL, ELEANOR D. Director of Guidance and Adult Education, 48 Spring Street, Springville, New York.
- DUBBS, CHARLES A. Director of Secondary Education, Division of Schools, Balboa Heights, Canal Zone.
- DUCKREY, JAMES H. President, State Teachers College, Cheyney, Pennsylvania.
- DUGGAN, IVA. Teacher, 1740 South College Avenue, Tulsa, Oklahoma.
- DUROCHER, MARGARET. Teacher, 1020 School Street, Craig, Colorado.

- EAVES, ROBERT W. Executive Secretary, Department of Elementary School Principals, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- EDEN, IRENE. Teacher, 863 South 60th Street, Omaha, Nebraska.
- EDSON, WILLIAM H. Director, College of Education Student Personnel Office, University of Minnesota, Minneapolis 14, Minnesota.
- ELDER, MARTHA. Teacher, 1229 North Church Street, Rockford, Illinois.
- ELKINS, BEN. Teacher, 350 West 14th Avenue, Homestead, Pennsylvania.
- ELLENA, WILLIAM JOHN. Director of Educational Research and Planning, Board of Education of Baltimore County, Aigburth Manor, Towson 4, Maryland.
- ELWICK, FRIEDA. Teacher, Grant City, Missouri.
- ENGLEMAN, FINIS E. Executive Secretary, American Association of School Administrators, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- ESQUEDA, CARLOS G. Teacher, 3407 Michigan Avenue, Stockton, California.
- EWING, MARY. Teacher, 2518 Cecelia Street, Saginaw, Michigan.
- FAERBER, LOUIS, S.M. Dean, School of Education, University of Dayton, Dayton, Ohio.
- FALLON, MARY C. Principal, 906 Savannah Avenue, Pittsburgh 21, Pennsylvania.
- FARRIS, PAUL. Principal, High School, Goffstown, New Hampshire.
- FAUST, WILDA F. Assistant Secretary, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- FERGUSON, M. MITCHELL. Coordinator of Certification Services, State Department of Education, Tallahassee, Florida.
- FIELD, DON. Junior High School Principal, 2502 Loomis Street, La Crosse, Wisconsin.
- FISHER, FRANCES TODD. Teacher, 1812 Washington Street, Wilmington 2, Delaware.
- FITSCHEN, STUART E. Superintendent, St. Ignatius, Montana.
- FITZGERALD, N. E. Dean, College of Education, University of Tennessee, Knoxville, Tennessee.
- FLATHERS, ELIZABETH. Teacher, 2614 Parker Street, Amarillo, Texas.
- FLATHERS, J. H. Teacher, 2614 Parker Street, Amarillo, Texas.
- FLAVIN, THELMA. Teacher, 829 Franklin Avenue, Las Vegas, Nevada.
- FLEECE, URBAN H. Associate Secretary, College and University Department, National Catholic Educational Association, 1785 Massachusetts Avenue, N. W. Washington 6, D. C.
- FLEMING, HAROLD. Teacher, Bemidji State College, Bemidji, Minnesota.
- FLOWERS, MYRTLE. Teacher, c/o California Teachers Association, Southern Section, 1125 West 6th Street, Los Angeles, California.
- FLYNN, CAROLE A. Student, State Teachers College, Worcester, Massachusetts.
- FLYNN, MARGARET A. Teacher, 1015 Mt. Hood Street, The Dalles, Oregon.
- FOLEY, ALICE L. Director of Instruction, Brighton #1 Schools, Rochester 18, New York.
- FONTAINE, BEULAH. Consultant for Professional Services, Kentucky Education Association, 2303 South 3rd Street, Louisville 8, Kentucky.
- FORAKER, MARY. Teacher, 905 Menaul Boulevard, N. W., Albuquerque, New Mexico.
- FOSS, PALMA S. B. Teacher, 2880 James Avenue, Minneapolis, Minnesota.
- FOSTER, ROBERT P. Registrar, Northwest Missouri State College, Maryville, Missouri.
- FOX, JAMES H. Dean, College of Education, George Washington University, Washington 6, D. C.
- FRADY, EDNA NINA. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- FRANK, KATE. Teacher, 1301 Fremont Avenue, Muskogee, Oklahoma.
- FRANKLIN, R. M. Teacher, 329 Butts Street, Georgetown, South Carolina.
- FRANSETH, JANE. Specialist for Rural Education, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.
- FRAZEE, MARIE. Teacher, 219 Walnut Street, Montclair, New Jersey.
- FRIDAY, JOHN. Teacher, 6046 North 32nd Avenue, Phoenix, Arizona.

- FULTON, MARGARET JEAN. Director, Bureau of Teacher Education, State Department of Public Instruction, Harrisburg, Pennsylvania.
- GAIGE, WILLIAM C. President, Rhode Island College of Education, Providence 8, Rhode Island.
- GALBRAITH, MARGARITE. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- GAMBLE, MARJORIE. Teacher, 1044 - 17th Street, Columbus, Georgia.
- GERLACH, MARGUERITE. Teacher, 800 Greenleaf Street, Evanston, Illinois.
- GILDAY, EDWARD. Teacher, Lowell State Teachers College, Lowell, Massachusetts.
- GILLES, MATHILDA A. Elementary Principal, 695 Court Street, Salem, Oregon.
- GILLILLAND, JOHN B. President, District of Columbia Congress of Parents and Teachers, 2147 F Street, N. W., Washington 7, D. C.
- GILMORE, HAZEL. Teacher, 501 Blandford Street, Rockville, Maryland.
- GINGER, LYMAN V. Dean, School of Education, University of Kentucky, Lexington, Kentucky.
- GLASS, SAM. Teacher, 6543 - 19th Street, N. E., Seattle 5, Washington.
- KLEASON, ELEANOR R. Teacher, 1 Brookfield Place, Pleasantville, New York.
- GLEED, JOSEPHINE. Teacher, East Helena, Montana.
- GODBOLD, MARY LOU. Teacher, 708 Tyler Avenue, Oxford, Mississippi.
- GODFREY, MARGARET. Teacher, 106 Vernon Street, Hartford, Connecticut.
- GOLD, MILTON J. Teacher, Department of Education, Hunter College, 695 Park Avenue, New York 21, New York.
- GOODRICH, HOWARD. Teacher, Kenwood High School, Baltimore 21, Maryland.
- GOREHAM, W. J. Superintendent, Jamaica Consolidated High School, Sidell, Illinois.
- GOTHAM, RAY. Director of Teacher Training, Wisconsin State College, Stevens Point, Wisconsin.
- GRAY, ELIZABETH K. Supervisor, 11 West Leigh Street, Richmond, Virginia.
- GREEN, A. D. Academic Dean, Allen University, Columbia, South Carolina.
- GREEN, MYRTLE. Teacher, 4316 Garfield Street, Kansas City 30, Missouri.
- GREENE, JAY E. Chairman, Board of Examiners, New York City Board of Education, 110 Livingston Avenue, Brooklyn 2, New York.
- GREENE, PAUL. Director of Certification and Secondary Curriculum, State Department of Education, Jefferson City, Missouri.
- GREENE, W. L. Executive Secretary, North Carolina Teachers Association, 125 East Hargett Street, Raleigh, North Carolina.
- GREGORY, ELOISE. Teacher, Springfield, Kentucky.
- GREGORY, HENRY C. Principal, Walter Johnson Senior High School, Bells Mill and Old Georgetown Roads, Bethesda, Maryland.
- GRENTZER, ROSE MARIE. Teacher, Music Department, University of Maryland, College Park, Maryland.
- GRIFFITH, MILDRED. Teacher, Meade, Kansas.
- GRIGSBY, ROSLYN. Student, Hendrix College, Conway, Arkansas.
- GRIMES, ALBERTA. Teacher, P. O. Box 1084, Greenville, South Carolina.
- GRISWOLD, ESTHER. Teacher, 1306 Walnut Street, Marysville, Kansas.
- GROSSENBACK, BESS K. Teacher, 3614 Staunton Avenue, Charleston 1, West Virginia.
- GRUBB, DURWOOD W. Teacher, 2026 Palm Street, Abilene, Texas.
- GUHL, DAVID C. Teacher, 402 East Cedar Avenue, Connellsville, Pennsylvania.
- GUHL, MAE. Teacher, 402 East Cedar Avenue, Connellsville, Pennsylvania.
- GUSTAFSON, MYRTLE. Principal, 1025 - 2nd Avenue, Oakland, California.
- GUTHRIE, ETHEL S. Teacher, 1304 Cisler Drive, Marietta, Ohio.
- GUY, HOLLIS P. Executive Director, United Business Education Association, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- HAGER, WALTER E. President, District of Columbia Teachers College, 11th and Harvard Streets, N. W., Washington 9, D. C.
- HAILE, AMELIA. Teacher, 2438 North Columbus Street, Arlington, Virginia.

- HAINDS, J. ROBERT. Dean of Graduate School, Northern Illinois University, DeKalb, Illinois.
- HAJSLIP, MIRIAM. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- HALSTROM, FRANCES. Teacher, 1705 West Virginia Avenue, Denver 23, Colorado.
- HALTER, LARRY. Student, Box 139, Chapman Hall, Northwest Nazarene College, Nampa, Idaho.
- HAMILTON, CHARLES E. Secretary, Commission on Teacher Education, California Teachers Association, 693 Sutter Street, San Francisco 2, California.
- HAMILTON, FRANCES. Executive Secretary, Association for Childhood Education International, 1200 - 15th Street, N. W., Washington 5, D. C.
- HAMMAN, ROSE ELNOR. Teacher, 321 Edwards Street, Ft. Collins, Colorado.
- HAMMER, EUGENE L. Teacher, Wilkes College, Wilkes-Barre, Pennsylvania.
- HANAWALT, ELLA. Director of Teacher Training, Milwaukee-Downer College, Milwaukee, Wisconsin.
- HANBERRY, T. J. Academic Dean, Benedict College, Columbia, South Carolina.
- HANNINEN, TYTYNE. Teacher, 403 Chestnut Street, Monessen, Pennsylvania.
- HANSEN, JEAN. Teacher, 4925 East 18th Street, Tucson, Arizona.
- HANSON, EARL H. Superintendent of Schools, Rock Island, Illinois.
- HANSON, STEPHEN. Teacher, 3048 North Arrowhead Avenue, San Bernardino, California.
- HARJULA, ALBERT M. Teacher, 23 Main Street, Thomaston, Maine.
- HARNER, LOIS J. Teacher, State Teachers College, Slippery Rock, Pennsylvania.
- HARRELL, BLANCHE W. Teacher, Delano Drive, Macon, Georgia.
- HARRIS, A. T. Dean, College of Education, Virginia State College, Petersburg, Virginia.
- HARRIS, CHARLOTTE. Teacher, 2809 Montrose Avenue, Richmond, Virginia.
- HARRIS, N. H. Professor of Education, Shaw University, Raleigh, North Carolina.
- HARROLD, JOHN W. District Superintendent of Schools, Ellensburg Depot, New York.
- HART, MARY RUTH. Teacher, 5306 Fairdale Avenue, Houston 19, Texas.
- HARVEY, BEATRICE BURNS. Teacher, Lewisburg, West Virginia.
- HARVEY, MARY E. Teacher, Main Street, Windsor, New York.
- HARZMAN, LUELLA. Teacher, 917 Flynn Street, Alva, Oklahoma.
- HASKEW, L. D. Dean, College of Education, The University of Texas, Austin 12, Texas.
- HASSELL, MILTON. Dean of Student Affairs, State Teachers College, Wayne, Nebraska.
- HAWKINS, EARLE T. President, Maryland State Teachers College, Towson 4, Maryland.
- HAWKINS, ESMERALDA. Teacher, 601 Pennsylvania Avenue, Rocky Mount, North Carolina.
- HEATHCOTE, DAN. Assistant Superintendent of Schools, 208 Creston Drive, Kalamazoo, Michigan.
- HEINEMANN, F. E. Director of Teacher Personnel, State Department of Education, Saint Paul, Minnesota.
- HELGHATIAN, STELLA. Teacher, 3337 North 1st Street, Fresno, California.
- HEMBREE, MYRTLE M. Teacher, 6770 Lake Fair Circle, Dallas 14, Texas.
- HENDRICK, MRS. A. L. Teacher, 504 Road of Remembrance, Jackson, Mississippi.
- HENN, ELMA G. Teacher, 116 Church Street, Brookville, Ohio.
- HENRY, ELEANOR. Teacher, Box 80, Morgantown, West Virginia.
- HENRY, MAY M. Teacher, 7 Rumsey Road, Yonkers, New York.
- HENRY, WILLIAM E. President, Maryland State Teachers College, Bowie, Maryland.
- HERGE, HENRY CURTIS. Dean, School of Education, Rutgers University, New Brunswick, New Jersey.
- HERMANSON, EDWARD. Student, Cascade College, Portland, Oregon.
- HERR, F. FLOYD. Director of Certification and College Accreditation, State Department of Public Instruction, Topeka, Kansas.

- HERRICK, C. JAMES. Teacher, Department of Psychology, Rhode Island College of Education, Providence 8, Rhode Island.
- HILL, HARVEY. Teacher, 2414 - 49th Street, Des Moines, Iowa.
- HILL, IONE A. Teacher, 107 Filer Street, Monroe, Louisiana.
- HILL, MARY A. Teacher, 2007 Blakemore Avenue, Nashville, Tennessee.
- HILLMAN, JAMES E. Director, Division of Professional Services, State Department of Public Instruction, Raleigh, North Carolina.
- HIRSCH, LYDIA B. Teacher, 2610 Proctor Avenue, Waco, Texas.
- HOEFT, DONALD. Teacher, 705 Dodge Street, Jefferson, Wisconsin.
- HOFFMAN, ELLEN MAE. Student, Box 558, University of Delaware, Newark, Delaware.
- HOFFMAN, MARIE. Supervising Teacher, 6571 Arsenal Street, St. Louis, Missouri.
- HOFFMAN, MIRIAM. Supervisor of Music Education, Public Schools, Hagerstown, Maryland.
- HOGAN, HELEN M. Teacher, 144 Grove Street, Waterbury, Connecticut.
- HOGENSON, HAZEL. Teacher, Bemidji State College, Bemidji, Minnesota.
- HOGUE, LeROY. Principal, 505 Garrett Street, Taft, California.
- HOLDEN, EUNAH. Executive Secretary, The Delta Kappa Gamma Society, 416 West 12th Street, Austin, Texas.
- HOLMES, THOMAS J. Assistant Superintendent in Charge of Personnel, Board of Education, Webster Administration Building, 10th and H Streets, N. W., Washington 1, D. C.
- HOLT, MARION. Teacher, 503 North 6th Street, #5, Beatrice, Nebraska.
- HOOD, LOUELYN. Teacher, Route 1, Pierceton, Indiana.
- HOOPES, EDNA. Teacher, 4 South Easton Road, Glenside, Pennsylvania.
- HOPKINS, GLADYS T. Supervisor of Curriculum, State Department of Education, 2 West Redwood Street, Baltimore 1, Maryland.
- HOREJSI, ROMAN. Student, State Teachers College, Mayville, North Dakota.
- HORN, THOMAS D. Teacher, Department of Curriculum and Instruction, The University of Texas, Austin 12, Texas.
- HOWARD, CLARISSA B. Teacher, Box 195A, Star Route, Alameda, New Mexico.
- HOWARD, MARIE R. Elementary Principal, 29 Modena Avenue, Providence 8, Rhode Island.
- HOYLE, MILDRED. Supervisor of Elementary Schools, 3900 Hamilton Street, Apt. J-202, Hyattsville, Maryland.
- HOYT, IRENE. Teacher, 430 South East Street, Janesville, Wisconsin.
- HUBBARD, MADELINE. Teacher, 325 East Greenway Avenue, Phoenix, Arizona.
- HUBERT, FRANK. Superintendent of Schools, Orange, Texas.
- HUFF, CLIFTON B. Teacher, Kansas State Teachers College, Emporia, Kansas.
- HUFFMAN MERYL. Teacher, 2407 - 8th Avenue, Lewiston, Idaho.
- HUGHES, EDSSEL. Student, Chattanooga Bible School, Chattanooga, Tennessee.
- HUGHES, MARY E. Elementary Principal, 1725 Sherman Street, Apt. 305, Denver 3, Colorado.
- HUNT, H. CHANDLER. Assistant Principal, Meriden High School, 287 Coe Avenue, Meriden, Connecticut.
- HUNTER, MARY M. Chairman, Music Education Department, Peabody Conservatory of Music, Baltimore, Maryland.
- HUSTON, ELSIE M. Teacher, 4230 Midvale Avenue, Seattle 3, Washington.
- HYATT, SUE. Student, Central Missouri State College, Warrensburg, Missouri.
- HYDE, HAROLD E. President, Plymouth Teachers College, Plymouth, New Hampshire.
- HYER, ANNA L. Associate Executive Secretary, Department of Audio-Visual Instruction, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- IMHOFF, MYRTLE M. Teacher, Department of Education, Long Beach State College, Long Beach, California.
- INGRAM, PAULINE. Teacher, 123 Northwest 32nd Street, Oklahoma City 18, Oklahoma.
- JAGGERS, R. E. Teacher, Eastern Kentucky State College, Richmond, Kentucky.

- JEFFERSON, GRACE. Teacher, 1946 - 3rd Avenue, Mankato, Minnesota.
- JEFFRIES, JERRY. Student, Southwestern State College, Weatherford, Oklahoma.
- JENKINS, ANNA IRENE. Teacher, 344 South Boyle Avenue, Los Angeles 33, California.
- JENKINS, L. W. Vice President, East Carolina College, Greenville, North Carolina.
- JENKS, HELEN. Teacher, 6910 Ridgewood Avenue, Chevy Chase 15, Maryland.
- JENNINGS, BESS C. Teacher, 1919 N. W. 15th Street, Oklahoma City 6, Oklahoma.
- JEWELL, GUY. Junior High School Principal, Damascus, Maryland.
- JOHNSON, AGNES. State FTA Consultant, Florida Education Association, 208 West Pensacola Street, Tallahassee, Florida.
- JOHNSON, EARL A. Head, Department of Education, Ball State Teachers College, Muncie, Indiana.
- JOHNSON, ELLEN G. State FTA Consultant, Virginia Teachers Association, 316 East Clay Street, Richmond, Virginia.
- JOHNSON, GLADYS V. Teacher, 3229 - 4th Avenue, South, Great Falls, Montana.
- JOHNSON, JULIAN. Teacher, Buhler, Kansas.
- JOHNSON, LEROY A. Teacher, Virginia Junior College, Virginia, Minnesota.
- JOHNSON, R. B. Coordinator of Teacher Education, State Department of Public Instruction, Oklahoma City 5, Oklahoma.
- JOHNSTON, MARY LEE. Student, Farmington State Teachers College, Farmington, Maine.
- JONES, A. D. Atlanta Public Schools, City Hall, Atlanta, Georgia.
- JONES, CLARK. Director of Personnel, Bel Air Public Schools, Bel Air, Maryland.
- JONES, LAURIN. Chairman, State Senate Education Committee, Dodge City, Kansas.
- JONES, OWEN. Student, Casper College, Casper, Wyoming.
- JONSON, KENNETH. Field Representative, Iowa State Education Association, 4025 Tonawanda Drive, Des Moines 12, Iowa.
- JORISSEN, LOU. Student, A210 Ellsworth Hall, Western Michigan University, Kalamazoo, Michigan.
- KARP, MARK. Teacher, 551 East 29th Street, Paterson, New Jersey.
- KAVANAUGH, MRS. W. W. President, Virginia Congress of Parents and Teachers, 2252 Lincoln Avenue, S. W., Roanoke, Virginia.
- KELLEY, CAROLYN. Student, Box 817, Abilene Christian College, Abilene, Texas.
- KELLEY, CLAUDE. Teacher, University of Oklahoma, Norman, Oklahoma.
- KELLEY, J. T. Director, Division of Teacher Education, Certification, and Accreditation, State Department of Education, Tallahassee, Florida.
- KELLEY, KATHY. Student, Box 817, Abilene Christian College, Abilene, Texas.
- KELLY, ELIZABETH M. Assistant Superintendent of Schools, Newark Board of Education, 31 Green Street, Newark 2, New Jersey.
- KENDALL, GLENN. President, Chico State College, Chico, California.
- KENDRICK, S. A. Vice President, Examinations and Research, College Entrance Examination Board, 425 West 117th Street, New York 27, New York.
- KEYSER, BLANCHE. Teacher, 15 Lonsdale Avenue, Dayton 9, Ohio.
- KIAH, CALVIN L. President, Savannah State College, Savannah, Georgia.
- KIMBROUGH, MILDRED. Principal, Eugene Field Elementary School, Clovis, New Mexico.
- KING, T. C. Dean, College of Education, University of Vermont, Burlington, Vermont.
- KISH, WALTER C. Teacher, 2119 West Amelia Street, Phoenix, Arizona.
- KIZER, FRANKLIN D. Assistant Supervisor of Secondary Education, State Board of Education, Richmond 16, Virginia.
- KLEIN, TRUMAN S. Supervisor, 3939 Pennsylvania Avenue, S. E., Washington 20, D. C.
- KLINE, CLARICE. Teacher, Waukesha High School, Waukesha, Wisconsin.
- KNOBLAUCH, A. L. President, State Teachers College, Moorhead, Minnesota.
- KNOEHEL, ELEANOR C. Teacher, 3285 Renfro Avenue, Cincinnati 11, Ohio.
- KOCH, HAROLD J. Teacher, 417 East Chestnut Street, Hazelton, Pennsylvania.

- KOEHNEKE, M. L. President, Concordia Teachers College, River Forest, Illinois.
- KOMADINA, ANN. Teacher, 320 - 5th Street, S. W., Albuquerque, New Mexico.
- KOGLER, JOSEPHINE. Teacher, 501 Rio Grande Avenue, Aztec, New Mexico.
- KOPP, RUTH. Teacher, 5814 Lathrop Place, Cincinnati 24, Ohio.
- KRABLIN, GEORGE. Teacher, St. Lawrence University, Canton, New York.
- KRESS, MABEL. Teacher, Central Junior High School, Ames, Iowa.
- KUHL, EDITH. Teacher, Logan, Iowa.
- LACKEY, RALPH L. Teacher, 10036 DeKoven Drive, S. W., Tacoma 99, Washington.
- LACKEY, MILDRED. Teacher, 116 Church Street, Keyport, New Jersey.
- LADD, DOUGLAS. Student, State University Teachers College, Oswego, New York.
- LANDRUM, H. M. Superintendent, Spring Branch Public Schools, 900 Westview Drive, Houston 24, Texas.
- LANE, FRANK. Assistant to the Executive Dean for Teacher Education, State University of New York, Albany, New York.
- LARSEN, ARTHUR H. Vice President, Illinois State Normal University, Normal, Illinois.
- LAWSON, WARNER. Dean, School of Music, Howard University, Washington, D. C.
- LECRONIER, RUSSELL. Superintendent of Schools, Mt. Pleasant, Michigan.
- LEE, BLAIR, III. 400 Warrenton Drive, Silver Spring, Maryland.
- LEE, ELIZABETH. Principal, 727 Plaza Avenue, West Helena, Arkansas.
- LEE, EDWIN A. Dean, College of Education, University of California, Los Angeles, California.
- LEHMANN, ARNOLD. Teacher, 216 West Wilson, Salina, Kansas.
- LEITZ, MRS. FRANK B. President, Missouri Congress of Parents and Teachers, 6832 Locust Street, Kansas City 10, Missouri.
- LEMAY, MARY RUTH. Teacher, 611 Guthrie Street, Ottawa, Illinois.
- LEMKE, ANNA K. Teacher, 434 Grand Avenue, Apt. 19, Dayton 5, Ohio.
- LEMONS, LAWRENCE. Principal, Senior High School, Scottsbluff, Nebraska.
- LERRITT, ELVA. Teacher, 3525 Hilltop Road, Fort Worth, Texas.
- LEWIS, HAZEL. Teacher, 824 Forrest Road, Columbus, Georgia.
- LEWIS, VIRGINIA. Teacher, High School, Culpeper, Virginia.
- LIGHTNER, JAMES E. Student, Box 192, Western Maryland College, Westminster, Maryland.
- LINDQUIST, CLARENCE B. Chief for Science and Mathematics, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.
- LINDSAY, MARVA BANKS. Teacher, 1443 South 9th Street East, Salt Lake City, Utah.
- LINGENFELTER, EMMA. Teacher, 433 S. W. 31st Street, Oklahoma City, Oklahoma.
- LINK, ALMA THERESE. Teacher, International House, 500 Riverside Drive, New York 27, New York.
- LLOYD, DANIEL B. Teacher, District of Columbia Teachers College, 11th and Harvard Streets, N. W., Washington 9, D. C.
- LOMBARDI, PHILOMENA C. Teacher, 8 Mt. Pleasant Street, Somerville, Massachusetts.
- LONG, CHARLES M. Teacher, Pennsylvania State University, University Park, Pennsylvania.
- LONGAN, HELENE. Teacher, 3616 - 3rd Avenue, South, Great Falls, Montana.
- LOONEY, WILLIAM F. President, State Teachers College, Boston 15, Massachusetts.
- LOREY, FRANK C., JR. Teacher, 2004 East 29th Street, Des Moines 17, Iowa.
- LOWE, M. LOUISE. Supervisor, Springfield Township Schools, 1801 Paper Mill Road, Philadelphia 18, Pennsylvania.
- LUCE, EVERETT. President, National School Boards Association, 12 North Saginaw Road, Midland, Michigan.
- LUEDKE, EDITH. Teacher, 722 North 13th Street, Apt. 708, Milwaukee 3, Wisconsin.
- LUEDKE, FLITA. Teacher, 113 West Main Street, Plymouth, Wisconsin.
- LUEDKE, MAY I. Teacher, 722 North 13th Street, Apt. 708, Milwaukee 3, Wisconsin.
- LUKE, MARGARET. Teacher, 3404 Jackson Boulevard, Elkhart, Indiana.
- LUTES, OMEGA. Teacher, 1463 South 3rd Street, Louisville 8, Kentucky.

- LYNCH, JAMES M., JR. Dean of Student Activities, New Jersey State Teachers College, Glassboro, New Jersey.
- LYNCH, KATHRYN W. Teacher, 923 - 6th Avenue, St. Albans, West Virginia.
- LYNN, MINNIE. Teacher, 406 Fairfax Apartments, Pittsburgh 13, Pennsylvania.
- LYON, NORMAN. Principal, Holcomb Campus School, State University Teachers College, Geneseo, New York.
- McAULIFFE, SUSAN C. Teacher, 1284 Corona Street, Denver 18, Colorado.
- McBRIDE, MOLLIE. County Superintendent, Atwood, Kansas.
- McCLUER, V. C. Superintendent of Schools, Ferguson, Missouri.
- McCLUNG, DAN. Student, San Angelo Senior High School, Box 1588, San Angelo, Texas.
- McCONNELL, ROBERT E. President, Central Washington College of Education, Ellensburg, Washington.
- McCORMICK, MILDRED. Teacher, 5260 Dixie Garden Drive, Shreveport, Louisiana.
- McCUEN, JOHN. Student, Chico State College, Chico, California.
- McDERMOTT, MARGARET. Teacher, 1412 Brookstown Avenue, Winston-Salem, North Carolina.
- McDONALD, JAMES. Student, Southern Oregon College, Ashland, Oregon.
- McDONALD, RALPH. President, Bowling Green State University, Bowling Green, Ohio.
- McGARRY, FRANCIS B. Dean of Instruction, State Teachers College, East Stroudsburg, Pennsylvania.
- McGAVEY, DON. Teacher, 200 East Whitehall Road, State College, Pennsylvania.
- McGOVERN, FLORENCE A. Teacher, Pioneer Junior High School, Bridge Street, Walla Walla, Washington.
- McGUIGAN, DAVID. Student, College of Great Falls, Great Falls, Montana.
- McGUIRE, LAWRENCE A. Superintendent of Schools, Westerly, Rhode Island.
- McKAY, HERBERT. Teacher, 536 Turnbull Road, Dayton 3, Ohio.
- McKENNEY, AVA. Teacher, 211 Baden Street, Silver Spring, Maryland.
- McLENDON JONATHON C. Teacher, Department of Education, Duke University, Durham, North Carolina.
- McNAIR, KATIE RUTH. Teacher, 306 South Jackson Street, Brookhaven, Mississippi.
- McRAE, C. R. Deputy Vice Chancellor, University of Sydney, Sydney, Australia.
- McVEY, JOSEPH MEDILL. Teacher, 228 South College Avenue, Newark, Delaware.
- MACCUBBIN, WALTER A. Director of Personnel, Baltimore City Board of Education, 3 East 25th Street, Baltimore 18, Maryland.
- MACKIE, ROMAINE P. Chief, Exceptional Children and Youth, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.
- MACKLIN, MRS. J. GEORGE. Teacher, 804 Linwood Drive, Denton, Texas.
- MACLEAN, MARY. Teacher, Lebanon High School, Lebanon, Oregon.
- MACY, FRANCES B. Elementary Principal, 111 Robeson Street, New Bedford, Massachusetts.
- MAEHLING, HILDA. Assistant Executive Secretary for Professional Development and Welfare, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- MAINE, LEONARD L. Superintendent of Schools, Portsmouth, Rhode Island.
- MALLACH, MARGARET. Elementary Principal, 829 West Poplar Street, Taylorville, Illinois.
- MALLAT, ROBERT. Student, Keene Teachers College, Keene, New Hampshire.
- MALTMAN, LAURA R. Teacher, 616 Summit Avenue, Westville, New Jersey.
- MANNING, WALTON. Teacher, Long Beach State College, Long Beach, California.
- MARCOM, MAUDE. Teacher, University High School, Columbia, South Carolina.
- MARCUM, NADINE. Teacher, 98 South Arkansas-Missouri Highway, North Little Rock, Arkansas.
- MAREAN, JOHN. Teacher, 1218 Humboldt Street, Reno, Nevada.
- MARROW, LORENO. Teacher, 912 Shepherd Street, N. W., Washington 11, D. C.

- MARSHALL, ROBERT L. Consultant in Safety Education, Kansas City Public Schools, Library Building, Kansas City, Missouri.
- MARSHMAN, SALLY ANN. Teacher, 2102 Que Avenue, New Castle, Indiana.
- MARTIN, CHARLES K., JR. President, Radford College, Radford, Virginia.
- MARTIN, R. LEE, Teacher, State University Teachers College, Oswego, New York.
- MARTY, JOHN ROBERT, JR. Student, Colorado State College of Education, Greeley, Colorado.
- MASON, ELWOOD B. Principal, Wheaton Junior-Senior High School, Dalewood Drive and Randolph Road, Wheaton, Maryland.
- MASTERSON, H. BYRON. Superintendent of Schools, Kennett, Missouri.
- MATHISON, MARGARET. Teacher, Bethany College, Bethany, West Virginia.
- MATSON, WESLEY J. Teacher, College of Education, University of Maryland, College Park, Maryland.
- MAUCKER, J. W. President, Iowa State Teachers College, Cedar Falls, Iowa.
- MAUL, RAY C. Assistant Director, Research Division, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- MAX, HERBERT J. Head, Department of Education, Wartburg College, Waverly, Iowa.
- MAXCY, ELLIS. Administrative Vice President, The Southern New England Telephone Company, 227 Church Street, New Haven 6, Connecticut.
- MAYBEE, JUDITH ANN. Student, Ann Arbor Senior High School, Ann Arbor, Michigan.
- MAYFARTH, FRANCES. President, Wheelock College, 132 Riverway, Boston 15, Massachusetts.
- MAYOR, JOHN R. Director, Science Teaching Improvement Program, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N. W., Washington 5, D. C.
- MILLER, EDNA. Teacher, 337 Norton Street, Corpus Christi, Texas.
- MILLER, G. TYLER. President, Madison College, Harrisonburg, Virginia.
- MILLER, GEORGE L. Principal, 1529 North 9th East Street, Provo, Utah.
- MILLER, MRS. THOMAS O. Teacher, #6 Kenton Apartments, Nashville, Tennessee.
- MILLER, RALPH. Teacher, 607 West Sandusky Drive, Finlay, Ohio.
- MILLER, THOMAS R. President, State Teachers College, Edinboro, Pennsylvania.
- MILLS, AGNES. Teacher, P. O. Box 231, Pacific Grove, California.
- MILLS, E. KENNETH. Teacher, 1474 Darling Street, Ogden, Utah.
- MILLS, EUGENIA. Student, Emory Junior College, Oxford, Georgia.
- MILLS, MARJORIE. Teacher, 1124 Church Street, Evanston, Illinois.
- MOCK, R. R. Secondary Principal, 1405 Ridgcrest Drive, S. E., Albuquerque, New Mexico.
- MOLINA, DAISY F. Director, Personnel Division, Department of Education, San Juan, Puerto Rico.
- MOLNAR, SUSAN. Teacher, 305 Elm Street, Youngstown, Ohio.
- MONAHAN, THOMAS. Teacher, Department of Education, Eastern Michigan College, Ypsilanti, Michigan.
- MONGON, JOHN. Superintendent, Burlington County Schools, Mt. Holly, New Jersey.
- MONSON, FREEMAN R. Teacher, 17th Street, Wyandotte, Michigan.
- MONSON, ONNALEE. Teacher, 17th Street, Wyandotte, Michigan.
- MONTGOMERY, EDITH C. Curriculum Coordinator, 138 Eads Avenue, San Antonio, Texas.
- MOORE, CLYDE B. Teacher, 230 Waite Avenue, Ithaca, New York.
- MOORE, HOLLIS A., JR. Executive Secretary, Committee for the Advancement of School Administration, American Association of School Administrators, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- MOORE, RUTH. Teacher, 636 North Oakes Street, Tacoma 6, Washington.
- MORAN, MARY. Elementary Principal, 600 North Hastings Drive, Hastings, Nebraska.
- MOREHEAD, DALE. Teacher, 222 North Conde Street, Tipton, Indiana.
- MORENZEN, SUSAN. Student, 3713 Bangor Street, S. E., Washington 20, D. C.
- MORIWAKI, MRS. MIYONO I. Teacher, 1816A Dole Street, Honolulu 14, Hawaii.

- MORK, GORDON M. A. Teacher, University of Minnesota, Minneapolis, Minnesota.
- MORRIS, M. B. Superintendent of Schools, Uvalde, Texas.
- MORRIS, MARY VIRGINIA. Teacher, 4160 Rosewood Avenue, Los Angeles 4, California.
- MORSE, THELMA. Teacher, 335 East Pitt Street, Bedford, Pennsylvania.
- MOTHER M. ROSE ELIZABETH, C.S.C. President Emeritus, Dunbarton College of Holy Cross, 2935 Upton Street, N.W., Washington, D. C.
- MOXLEY, JAMES S. Student, Graham Hall, University of Missouri, Columbia, Missouri.
- MOYER, RALPH. Student, Colorado State College of Education, Greeley, Colorado.
- MUNROE, JOHN S. Student, St. Michael's College, Winooski Park, Vermont.
- MURPHY, FORREST W. Dean, College of Education, University of Mississippi, University, Mississippi.
- MURPHY, FRANCIS W. Teacher, 10 Wykoff Avenue, Holyoke, Massachusetts.
- MURPHY, JAMES RONALD. Student, Room 102A Men's Dormitory, New Jersey State Teachers College, Upper Montclair, New Jersey.
- MURRAY, MARY RUTH. Teacher, 1326 S. W. 1st Street, Miami 35, Florida.
- MURRAY, WILLIAM D. Head, Department of Education, Howard College, Birmingham 6, Alabama.
- MURRELL, VIRGINIA. Music Supervisor, 400 Taylor Avenue, Bellevue, Kentucky.
- MYHRA, TOM J. Student, Minot State Teachers College, Minot, North Dakota.
- NANCE, WINNIFRED. Teacher, 2311 Waco Street, San Angelo, Texas.
- NANKOVITCH, MRS. MARVIMIL S. Teacher, 2805 Digby Avenue, Cincinnati 20, Ohio.
- NANKOVITCH, SVET. Teacher, 2805 Digby Avenue, Cincinnati 20, Ohio.
- NELMS, BENNY. Student, Box 497, David Lipscomb College, Nashville, Tennessee.
- NEOKOS, ERNEST. Teacher, 1453 West Chicago Avenue, Chicago 22, Illinois.
- NESBIT, D. W. Teacher, State Teachers College, Millersville, Pennsylvania.
- NEUBAUER, DOROTHY. Editor and Assistant Executive Secretary, Department of Elementary School Principals, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- NEWELL, GLADYS E. Coordinator of Social Studies, 87 Elsmere Avenue, Delmar, New York.
- NEWTON, ELEANOR. Instructional Supervisor, Wadley, Georgia.
- NICKERSON, JAMES. Dean of Education, Montana State College, Bozeman, Montana.
- NIEMI, JOHN. Teacher, 516 South Spring Street, Evansville 14, Indiana.
- NOECKER, MARY. Teacher, 2720 Wellington Road, Kalamazoo, Michigan.
- NUNN, GLADYS. Teacher, 426 South 14th Street, Muskogee, Oklahoma.
- NUTTER, VIRGINIA LEE. Teacher, Enterprise, West Virginia.
- NYBAKKEN, LORNA. Student, Willimantic State Teachers College, Willimantic, Connecticut.
- O'BRIEN, MARGUERITE. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- OERMANN, KARL C. H. Teacher, University of Pittsburgh, Pittsburgh, Pennsylvania.
- OGG, JAMES T. Superintendent, Pine Tree Public Schools, Greggton, Texas.
- O'KELLEY, MRS. G. C. First Vice President, Alabama Congress of Parents and Teachers, County Board of Education, Birmingham 3, Alabama.
- OLD, ALICE. Teacher, 4316 Garfield Street, Kansas City, Missouri.
- OLSEN, ALBERT G. Teacher, Brandeis University, Waltham, Massachusetts.
- OLSON, ELSIE. Teacher, 1341 Perry Street, Wichita, Kansas.
- OLSON, MAUDE. Teacher, 1614 Jewell Avenue, Topeka, Kansas.
- ORR, ELIZABETH. Student, Western Montana College of Education, Dillon, Montana.
- OSBORN, WAYLAND W. Director, Division of Teacher Education and Certification, State Department of Public Instruction, Des Moines, Iowa.
- OWINGS, RALPH. Teacher, Mississippi Southern College, Hattiesburg, Mississippi.
- PAGEL, BETTY LOU. Elementary Coordinator, 304 East 5th Avenue, Cheyenne, Wyoming.

- PARK, J. D. Teacher, Georgia Teachers College, Statesboro, Georgia.
- PARKER, W. V. Dean, Graduate School, Alabama Polytechnic Institute, Auburn, Alabama.
- PARKINSON, EVERTON H. Superintendent, Adams Memorial Building, Derry, New Hampshire.
- PARNELL, ELSIE. Teacher, 615 N. W. 7th Street, Mineral Wells, Texas.
- PATTERSON, G. R. Chairman, Department of Education, Lenoir Rhyne College, Hickory, North Carolina.
- PATTERSON, JAMES E. Maryland Industrial Union Council (CIO), 112 East Lombard Street, Baltimore 14, Maryland.
- PATTERSON, MRS. S. C. Director, Teacher Recruitment, State Department of Education, State Office Building, Atlanta, Georgia.
- PATTON, BARBARA ANN. Student, University of Georgia, Athens, Georgia.
- PAULSON, LAURA V. Teacher, 1432 - 7th Street, Brookings, South Dakota.
- PECK, ALICE G. Teacher, 3348 Sutton Road, Cleveland 20, Ohio.
- PECK, CLEO. Teacher, 1841 N. E. 118th Street, Portland, Oregon.
- PEEBLES, ARTHUR. Teacher, 523 Roosevelt Avenue, Cuyahoga Falls, Ohio.
- PEEBLES, ELOISE C. Teacher, 523 Roosevelt Avenue, Cuyahoga Falls, Ohio.
- PEEBLES, LOIS. Teacher, 8 College Hill Apartments, Macon, Georgia.
- PEHRSON, ANN. Teacher, 413 Coatsville Avenue, Salt Lake City 15, Utah.
- PENCE, AUDRA MAY. Teacher, 288 Montrose Avenue, Elmhurst, Illinois.
- PENDERGRAFT, DARYL. Director of Field Services, Iowa State Teachers College, Cedar Falls, Iowa.
- PENNELL, JERE. Student, College of Puget Sound, Tacoma 6, Washington.
- PERDEW, PHILIP W. Teacher, School of Education, University of Denver, Denver 10, Colorado.
- PEREIRA, MARIETTA. Supervisor, St. Bernard Parish Public Schools, 626 Mehle Avenue, Arabi, Louisiana.
- PERRY, ARNOLD. Dean, College of Education, University of North Carolina, Chapel Hill, North Carolina.
- PERRY, FLOYD. Teacher, St. Cloud State College, St. Cloud, Minnesota.
- PERSHING, GERALDINE E. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- PETERSON, ELMER T. Dean, College of Education, State University of Iowa, Iowa City, Iowa.
- PETERSON, GLADYS. Teacher, Bethany College, Lindsborg, Kansas.
- PETTEWAY, PALMER. Teacher, 3116 Granada Street, Tampa 9, Florida.
- PHARIS, WILLIAM L., JR. Teacher, 58 Stonewall Drive, Columbus, Georgia.
- PHELAN, THOMAS A. Director of Teacher Certification and Placement, State Department of Education, Boston, Massachusetts.
- PHILLIPS, CLYDE U. Superintendent of Schools, Hays, Kansas.
- PIERCE, WENDELL H. Assistant Superintendent, Department of Personnel Services, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati, Ohio.
- PITTS, CLAUDIA. General Supervisor, 1206 South Rolfe Street, Arlington, Virginia.
- PITTS, L. H. Executive Secretary, Georgia Teachers and Education Association, 201 Ashby Street, N. W., Atlanta, Georgia.
- PODLICH, WILLIAM F., JR. Teacher, 1630 College Avenue, Tempe, Arizona.
- POLLOCK, MARGARET. Teacher, 226 College Avenue, N. E., Grand Rapids, Michigan.
- POMEROY, EDWARD C. Executive Secretary, American Association of Colleges for Teacher Education, 11 Elm Street, Oneonta, New York.
- POMEROY, VIOLA. Teacher, Eagle Point, Oregon.
- POOLE, ANNE. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- POWELL, SADIE RAY. Elementary Principal, 2815 North Main Street, San Antonio, Texas.

- POWELL, VIVIAN. Teacher, 13155 Santa Rosa Drive, Detroit, Michigan.
- PRESTWOOD, ELWOOD L. Assistant Superintendent, Lower Merion School District, School Administration Building, Ardmore, Pennsylvania.
- PRICE, CHLOE. Student, Drake University, Des Moines, Iowa.
- PROCTOR, WILLIS A. Student, Iowa State Teachers College, Cedar Falls, Iowa.
- PULLEN, THOMAS G., JR. State Superintendent of Schools, State Department of Education, Baltimore 1, Maryland.
- PYLES, WILLIAM G. Principal, Bethesda-Chevy Chase Senior High School, East-West Highway, Bethesda, Maryland.
- QUANBECK, MARTIN. Teacher, Augsburg College, Minneapolis, Minnesota.
- QUILL, AMANDA C. Teacher, Box 441, Hayfield, Minnesota.
- QUINLEY, HATTIE. Teacher, 816 South St. Asaph Street, Alexandria, Virginia.
- RAMBO, VINTON H. Dean, State Teachers College, Shippensburg, Pennsylvania.
- RAMPONE, VINCENT. Secondary Principal, 67 Maple Avenue, Johnston, Rhode Island.
- RANSTEAD, ESTHER. Assistant Director, Division of Teacher Training and Licensing, State Department of Public Instruction, 227 State House, Indianapolis 4, Indiana.
- RASMUSSEN, MARGARET. Editor, *Childhood Education*, Association for Childhood Education International, 1200 - 15th Street, N. W., Washington 5, D. C.
- RAYMOND, THELMA M. Teacher, 1340 Michigan Avenue, N. E., Washington 17, D. C.
- RAVER, MILSON C. Executive Secretary, Maryland State Teachers Association, 5 East Read Street, Baltimore 2, Maryland.
- READ, GERALD. Teacher, Kent State University, Kent, Ohio.
- REDFERN, GEORGE B. Director of Personnel, Cincinnati Public Schools, 608 East McMillan Street, Cincinnati 6, Ohio.
- REDMOND, ELLA. Teacher, 3217 Toledano Street, New Orleans, Louisiana.
- REED, FRED. Student, P. O. Box 623, Hamline University, Saint Paul 4, Minnesota.
- REED, HELEN. Teacher, College of Education, University of Kentucky, Lexington 29, Kentucky.
- REED, VELORA. Teacher, 1020 Hess Terrace, Las Cruces, New Mexico.
- REEVES, EMILY. Teacher, Centre College, Danville, Kentucky.
- REYNARD, HAROLD E. Chairman, Division of Appointments, The Ohio State University, Columbus, Ohio.
- RHODEN, MARY FRANCES. Teacher, Pachuta, Mississippi.
- RICE, ELLA E. Teacher, P. O. Box 227, Fairfield, Connecticut.
- RICE, HARVEY M. President, State University College for Teachers, Buffalo, New York.
- RICE, M. ELEANOR. Supervisor of Certification, State Department of Education, 2 West Redwood Street, Baltimore, Maryland.
- RICHARDS, CHARLOTTE. Teacher, Ferndale High School, Ferndale, Michigan.
- RICHARDS, LLOYD. Teacher, 4223 Douglas Street, Omaha 3, Nebraska.
- RIEGER, WRAY M. Teacher, 516 South Halliburton Street, Kirksville, Missouri.
- RIPPER, RUTH. Teacher, 959 Penn Street, Brackenridge, Pennsylvania.
- RIORDON, HELEN M. Department of Audio-Visual Instruction, District of Columbia Public Schools, Twining Administration Annex, 3rd Street between N and O Streets, N. W., Washington 9, D. C.
- ROBBINS, G. D. Dean of Education, Moorhead State College, Moorhead, Minnesota.
- ROBERT, E. B. Dean, College of Education, Louisiana State University, Baton Rouge, Louisiana.
- ROBINSON, CHARLES S. Assistant Superintendent, Personnel Division, Public Library, 9th and Locust Streets, Kansas City, Missouri.
- ROBINSON, THOMAS. President, New Jersey State Teachers College, Glassboro, New Jersey.
- ROBINSON, WILLIAM H. Teacher, Hampton Institute, Hampton, Virginia.
- ROBINSON, WILLIAM P. Deputy Commissioner of Education, State Department of Education, 205 Benefit Street, Providence 3, Rhode Island.

- RODGERS, PAUL E. Student, Southern University, Baton Rouge, Louisiana.
- ROGERS, CHARLES. Teacher, Red Eagle Route, Pawhuska, Oklahoma.
- ROHM, CHRISTOPHER A. Student, Box 113, Ursinus College, Collegeville, Pennsylvania.
- ROLLINS, ROY E. Superintendent, 2201 Terrace Road, Augusta, Georgia.
- ROMOSER, MRS. A. K. League of Women Voters of Howard County, Picnic Farm, Clarksville, Maryland.
- ROSEBROCK, ALLAN F. Director, Teacher Education and Certification, State Department of Education, 175 West State Street, Trenton 25, New Jersey.
- ROSS, ERNEST, JR. Teacher, 1002 Pond Road, Tampa 4, Florida.
- ROTHSCHILD, AMELIE. Assistant Director, New York State Citizens Committee for the Public Schools, 79 Hampton Road, Scarsdale, New York.
- RUFFING, ANITA L. Teacher, 125 North Street, Bellevue, Ohio.
- RUGH, DOUGLAS. Chairman, Department of Education and Psychology, Teachers College of Connecticut, New Britain, Connecticut.
- RUNGE, WILLIAM. Teacher, College of Education, University of New Mexico, Albuquerque, New Mexico.
- RUSSELL, HAZEL. Teacher, 2210 Melbourne Avenue, Dallas, Texas.
- RUSSELL, IRA. Superintendent of Schools, Pinedale, Wyoming.
- RUSSELL, M. H. Superintendent of Schools, Crossett, Arkansas.
- RUSSELL, RUTH. Teacher, 2018 Reuter Avenue, Waco, Texas.
- RUTTER, T. EDWARD. District Superintendent, Arlington County Public Schools, 1426 North Quincy Street, Arlington, Virginia.
- RYAN, M. MARGARET. Teacher, Central School, Au Sable Forks, New York.
- RYSTROM, JOHN KENNETH. Teacher, Upsala College, East Orange, New Jersey.
- ST. CYR, CAROL R. Teacher, School of Education, George Washington University, Washington, D. C.
- SALEN, GEORGE. Teacher, Purdue University, Lafayette, Indiana.
- SAMPSON, WILLIAM. Director of Teacher Education, Southern Oregon College, Ashland, Oregon.
- SANDERS, MAIE. Teacher, 1820 Market Street, Wilmington, North Carolina.
- SANDERS, WILLIAM C., JR. Supervisor of Certification, State Department of Education, Frankfort, Kentucky.
- SCHILKE, NEIL W. Student, Midland College, Fremont, Nebraska.
- SCHLEI, IRENE. Student, Wisconsin State College, Eau Claire, Wisconsin.
- SCHLICHER, RAYMOND J. Director of Placement Bureau, Iowa State Teachers College, Cedar Falls, Iowa.
- SCHMIDT, JULIA. Elementary Principal, 3828 Wilmington Drive, St. Louis 16, Missouri.
- SCHMIDT, WILLIAM S. Superintendent of Schools, Prince Georges County, Upper Marlboro, Maryland.
- SCHNEIDER, K. A. Director of Adult Education, Richmond Public Schools, Richmond, Virginia.
- SCHOWENGERDT, MARGARET. Teacher, 330 West Lockwood Avenue, Webster Groves, Missouri.
- SCHUMAKER, WILLARD G. Principal, Kensington Junior High School, East Saul Road, Kensington, Maryland.
- SCHUTJER, BLANCHE. Teacher, Box 163, Manson, Iowa.
- SCHWILLING, SHIRLEY. Student, Kansas State Teachers College, Emporia, Kansas.
- SCOTT, EMMA. Editor, *Journal of Arkansas Education*, Arkansas Education Association, 1500 West 4th Street, Little Rock, Arkansas.
- SCRIBNER, FRED A. Curriculum Coordinator, 71 Landis Avenue, Vineland, New Jersey.
- SEARCY, GEORGIA. Teacher, 714 West 38th Street, Kansas City, Missouri.
- SEBALY, A. L. Coordinator, Teacher Education and Religion Project, American Association of Colleges for Teacher Education, 11 Elm Street, Oneonta, New York.
- SEEBER, CLAYTON A. Teacher, 50 Radcliffe Road, Poughkeepsie, New York.

- SEGAR, WILLIE B. Primary Supervisor, Richmond Public Schools, 407 North 12th Street, Richmond 19, Virginia.
- SIEFERT, CARL E. Deputy Superintendent of Public Instruction, State Department of Public Instruction, P. O. Box 911, Harrisburg, Pennsylvania.
- SELLERS, ANN. Student, Illinois State Normal University, Normal, Illinois.
- SELLMAN, ETHEL L. Teacher, 627 Sadler Street, Aberdeen 3, Maryland.
- SEMMLER, ALBERT E. Teacher, 2906 Whitney Avenue, Hamden, Connecticut.
- SERAFINI, PHILIP, JR. Teacher, 2361 Kenton Drive, Denver 8, Colorado.
- SERPOSS, EMILE. Director of Music Education, Board of Education, Administration Building, Baltimore, Maryland.
- SESSIONS, JENNIE. Teacher, 3305 Hollypark Drive, Inglewood 1, California.
- SHUFFIELD, CECIL. County School Supervisor, Nashville, Arkansas.
- SHULL, MARTHA A. President, National Education Association; Teacher, 1111 S. E. 113th Street, Portland, Oregon.
- SHULTZ, ROBERT M. Assistant Director of Personnel, Oklahoma City Public Schools, 900 North Klein Avenue, Oklahoma City 6, Oklahoma.
- SILVEY, WRAY. Teacher, Iowa State Teachers College, Cedar Falls, Iowa.
- SIMANDLE, SIDNEY. Assistant Director, Division of Teacher Education and Certification, State Department of Education, Frankfort, Kentucky.
- SIMMONS, GERALD. Field Representative, Michigan Education Association, 935 North Washington Avenue, Lansing, Michigan.
- SIMMONS, MRS. GERALD. Teacher, c/o Michigan Education Association, 935 North Washington Avenue, Lansing, Michigan.
- SINGLETARY, JAMES D. Teacher, Maryland State College, Princess Anne, Maryland.
- SISTER ADELAIDE MARIE. Teacher, Our Lady of the Lake College, San Antonio, Texas.
- SISTER ANNA ROSE. Teacher, Mount Mercy College, Pittsburgh, Pennsylvania.
- SISTER ANNETTE WALTERS, C.S.J. Dean, College of St. Catherine, Saint Paul 1, Minnesota.
- SISTER BERTRANDE MEYERS, D.C. Dean and Director of Studies, Marillac College, Normandy 21, Missouri.
- SISTER BRIDGET MARIE, S.S.N.D. Dean, College of Notre Dame, Baltimore 10, Maryland.
- SISTER COLUMBA. Vice President, Trinity College, Washington 17, D. C.
- SISTER EVANGELINE THOMAS, C.S.J. Teacher, Marymount College, Salina, Kansas.
- SISTER HILDA, D.C. President, St. Joseph College, Emmitsburg, Maryland.
- SISTER JEANNE MARIE, F.C.S.P. Community Supervisor of Schools, Mount St. Vincent, Seattle, Washington.
- SISTER M. AQUINAS, S.C.L. Teacher, Saint Mary College, Xavier, Kansas.
- SISTER M. AUGUSTINE. President, Alverno College, Milwaukee 15, Wisconsin.
- SISTER MARIELLA COLLINS. Teacher, Webster College, Webster Groves, Missouri.
- SISTER MARY CONRAD REIN, O.P. Teacher, St. Mary's Dominican College, 7214 St. Charles Avenue, New Orleans 18, Louisiana.
- SISTER MARY DE LOURDES. Teacher, St. Mary's Dominican College, 7214 St. Charles Avenue, New Orleans 18, Louisiana.
- SISTER MARY EMIL, I.H.M. Teacher, Marygrove College, Monroe, Michigan.
- SISTER MARY EMMANUEL COLLINS, O.S.F. Dean, College of St. Teresa, Winona, Minnesota.
- SISTER MARY GERARD, O.S.F. Director of Elementary Education, Alverno College, Milwaukee, Wisconsin.
- SISTER MARY HUGH, C.S.J. Head, Department of Education, Fontbonne College, Wydown and Big Bend Boulevards, Saint Louis 5, Missouri.
- SISTER MARY JANET MILLER, S.C. Secondary School Curriculum Consultant, Commission on American Citizenship, Catholic University of America, Washington 17, D. C.
- SISTER MARY MANGAN. Teacher, Webster College, Webster Groves, Missouri.

- SISTER MARY MERICI, O.S.U. Director of Sisters' Studies, Ursuline College, Louisville, Kentucky.
- SISTER MARY PAUL MASON. Dean, Diocesan Teachers College, 27 Park Road, West Hartford, Connecticut.
- SISTER MARY RICHARDINE, B.V.M. Professor of Education, Mundelein College, 6363 Sheridan Road, Chicago, Illinois.
- SISTER ROSE MARIE, C.S.C. Community Supervisor, St. Angela Hall, 10701 Rockville Pike, Rockville 5, Maryland.
- SISTER ROSE MATTHEW. Teacher, Saint Mary's Hall, 323 East 198th Street, Bronx 58, New York.
- SISTER THOMAS AQUINAS CARROLL, R.S.M. Dean, Mount Mercy College, 3335 - 5th Avenue, Pittsburgh 13, Pennsylvania.
- SISSON, FRANCIS W. Director of Personnel, 312 North 9th Street, Richmond, Virginia.
- SITTON, RUTH. Teacher, 727 South Fort Thomas Avenue, Fort Thomas, Kentucky.
- SKAGGS, DANIEL. Teacher, 19½ Grand Canyon Avenue, Flagstaff, Arizona.
- SLATTERY, MARGARET. Student, District of Columbia Teachers College, 11th and Harvard Streets, N. W., Washington 9, D. C.
- SLICK, CHARLES H. Teacher, 4210 Russell Avenue, Mt. Rainier, Maryland.
- SMITH, ABRAHAM THORNTON. Student, Alabama State College, Montgomery, Alabama.
- SMITH, CHARLES B. President, State Teachers College, Troy, Alabama.
- SMITH, CHARLOTTE. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- SMITH, EDWARD F. Teacher, 29 Reed Street, Lackawanna 18, New York.
- SMITH, EMMITT D. Director, Division of Teacher Education, Texas Education Agency, Austin, Texas.
- SMITH, ETTA BLANCHE. Teacher, 1319 Rowland Avenue, Kansas City, Kansas.
- SMITH, GLENYCE. Student, Concord College, Athens, West Virginia.
- SMITH, LAURA B. Teacher, 112 North Marion Street, Oak Park, Illinois.
- SMITH, MARY CATHERINE. Teacher, 4168 Stephens Street, San Diego, California.
- SMITH, MAXINE. Teacher, 3411 Madrona Lane, Medford, Oregon.
- SMITH, MILDRED. Teacher, Laboratory School, Chico State College, Chico, California.
- SMITH, MILDRED M. Acting Secretary, State Board of Examiners, 175 West State Street, Trenton, New Jersey.
- SMITH, Q. M. President, Middle Tennessee State College, Murfreesboro, Tennessee.
- SMITH, SAMPSON G. Superintendent, Southern Regional High School District, Box 207, Ship Bottom, New Jersey.
- SMITH, VIOLET. Teacher, West Southport, Maine.
- SMYRE, MYRA. Teacher, 1219 Lexington Street, Taylor, Texas.
- SNIDER, GLEN. Teacher, College of Education, University of Oklahoma, Norman, Oklahoma.
- SNOW, GLENN E. Assistant Executive Secretary for Lay Relations, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- SNOW, SILAS D. President, State Teachers College, Conway, Arkansas.
- SNYDER, TILLIE. Director of Certification, State Department of Public Instruction, Pierre, South Dakota.
- SOLOMON, WALKER E. Executive Secretary, Palmetto Education Association, 1719 Taylor Street, Columbia, South Carolina.
- SOLOMONSON, ELLEN M. Teacher, 318 Armory Place, Sault Ste. Marie, Michigan.
- SOLOMONSON, LILLIAN. Teacher, 703 Maple Street, Norway, Michigan.
- SOMERVILLE, WILLIAM N. Superintendent of Schools, Neptune City, New Jersey.
- SORICK, DICK. Director of Teacher Education and Certification, State Department of Public Instruction, 106 State Library Building, Salem, Oregon.
- SOUTHARD, JERRY. Teacher, 1274 San Jose Avenue, Abilene, Texas.

- SPARKS, HARRY M. Head, Department of Education, Murray State College, Murray, Kentucky.
- SPRINGER, MRS. C. MEREDITH. President, New York Congress of Parents and Teachers, 19 Muncie Road, Babylon, Long Island, New York.
- STAMBAUGH, AMY. Teacher, Box 96, Ely, Nevada.
- STANFIELD, EFFIE O. Teacher, 511 East Comanche Street, McAlester, Oklahoma.
- STANLEY, D. K. Teacher, University of Florida, Gainesville, Florida.
- STAPP, KATHERINE. Teacher, 920 Hazel Street, Danville, Illinois.
- STARCHER, GENEVIEVE. Director, Division of Teacher Preparation and Professional Standards, State Department of Education, Charleston, West Virginia.
- STAUTZENBERGER, BETTY. Teacher, 3423 Detroit Avenue, Toledo 10, Ohio.
- STEED, VIVIAN SCOTT. Administrative Assistant, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- STEELE, CAROLE. Student, Huntington College, Huntington, Indiana.
- STEELE, EVELYN. Student, University of Kentucky, Lexington, Kentucky.
- STEINMETZ, EMMA C. Teacher, 136 Park Avenue, Tuckahoe 7, New York.
- STEVENS, KITTY. Teacher, Meriden-Waterbury Road, Milldale, Connecticut.
- STIDUM, THEA. Teacher, 3301 X Street, Sacramento, California.
- STINNETT, T. M. Executive Secretary, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- STINSON, NELL E. Teacher, c/o North Carolina Education Association, Box 350, Raleigh, North Carolina.
- STOLBERG, BUENA. Teacher, 402 Bradford Avenue, Webster Groves, Missouri.
- STONE, MODE L. Dean, College of Education, Florida State University, Tallahassee, Florida.
- STONE, OPAL. Teacher, 440 North Lafayette Drive, Macomb, Illinois.
- STOUT, RUTH A. Director of Field Programs, Kansas State Teachers Association, 715 West 10th Street, Topeka, Kansas.
- STRATEMEYER, CLARA G. Supervisor of Elementary Education, Montgomery County Board of Education, Rockville, Maryland.
- STREBY, GEORGE W. Teacher, 474 Mariposa Drive, Ventura, California.
- STREIFF, DEAN E. Teacher, c/o Colorado Education Association, 1605 Pennsylvania Street, Denver, Colorado.
- STRUBLE, MRS. S. E. President, Minnesota Congress of Parents and Teachers, Wyoming, Minnesota.
- STUART, BERYL. Teacher, 1020 North Union Avenue, St. Louis 13, Missouri.
- SUTTON, ALLAN M. Assistant in Personnel, Board of Education of Baltimore County, Aigburth Manor, Towson 4, Maryland.
- SWANBERG, LUCILLE. Teacher, Faribault Public Schools, Faribault, Minnesota.
- SWEDELIUS, ADELE. Staff, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- SWIHART, O. M. Superintendent, Kokomo-Center Township Schools, 807 West Walnut Street, Kokomo, Indiana.
- SWORDS, MARGARET. Teacher, 5234 Dorchester Avenue, Chicago, Illinois.
- SYLVEST, JAMES. Supervisor of Teacher Education, State Department of Education, Baton Rouge, Louisiana.
- TAGGERT, NANCY. Teacher, 1405 S. W. Park Street, Portland, Oregon.
- TAIT, EDNA. Teacher, 604 Lothian Drive, Tallahassee, Florida.
- TAYLOR, MARION. Teacher, School of Education, University of Oregon, Eugene, Oregon.
- THATCHER, ALFRED W. Dean, State University Teachers College, Potsdam, New York.

- THOMAS, DORIS. Principal, White Bluff School, White Bluff Road, Savannah, Georgia.
- THOMAS, SARA. Teacher, University School, University of Kentucky, Lexington, Kentucky.
- THOMPSON, ETHEL. Consultant For Elementary Education, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- THOMPSON, MARGARET. Vice Principal, 1509 Oak Meadow Lane, South Pasadena, California.
- THORPE, CLEATA. Teacher, 930 Ohio Avenue, S. W., Huron, South Dakota.
- TILLMAN, RODNEY. Executive Secretary, Association for Supervision and Curriculum Development, National Education Association, 1201 - 16th Street, N. W., Washington 6, D. C.
- TODD, SYLVIA. Teacher, 2095 Northland Avenue, Lakewood, Ohio.
- TOOMEY, MILDRED. Teacher, 2721 College Avenue, Alton, Illinois.
- TOOMEY, RUTH. Teacher, 2721 College Avenue, Alton, Illinois.
- TOPP, LOTTIE. Teacher, 111 Ellsworth Avenue, New Haven, Connecticut.
- TORPEY, W. G. President's Committee on Scientists and Engineers, Washington 25, D. C.
- TORVEND, EVELYN. Teacher, 133A North 5th Avenue, Hillsboro, Oregon.
- TOWNSEND, OCTAVIUS. Teacher, 324 South Pine Street, Ishpeming, Michigan.
- TOZER, LILLIAN. Teacher, 102 Congress Street, Bradford, Pennsylvania.
- TRICE, JOHN A. Assistant Superintendent, School Administration Building, Pine Bluff, Arkansas.
- TURNER, ELSIE. Teacher, Route 2, Box 246, Medford, Oregon.
- TURNER, EWALD. Teacher, 310 North Main Street, Pendleton, Oregon.
- TUTTLE, ERNEST. Teacher, State University Teachers College, Brockport, New York.
- UMBERGER, WILLIS H. Chief, Bureau of Federal-State-Local Relations, State Department of Education, State Office Building, Hartford, Connecticut.
- VAN CURON, HELEN. Teacher, Harlan, Kentucky.
- VANDEN BOSCH, PAUL H. Student, Weber College, Ogden, Utah.
- VANDERMEER, ABRAM W. Assistant to the Dean, College of Education, Pennsylvania State University, University Park, Pennsylvania.
- VAN HOFF, HOWARD S. Elementary Principal, 126 Koster Row, Buffalo 26, New York.
- VASCHE, J. BURTON. Associate Superintendent and Chief, Division of State Colleges and Teacher Education, State Department of Education, State Education Building, 721 Capitol Avenue, Sacramento 14, California.
- VAUGHAN, ELLEN W. Director of Certification and Placement, State Department of Education, Santa Fe, New Mexico.
- VAUGHAN, MARY ANNE. Student, Montana State University, Missoula, Montana.
- VINES, MARGARET. Teacher, Bessemer High School, Bessemer, Alabama.
- WADE, RANDOLPH D. Student, University of Virginia, Charlottesville, Virginia.
- WALKER, FRED A. Teacher, Box 99, Hamilton City, California.
- WALKER, LOUISE. Supervisor of Audio-Visual Education, Montgomery County Board of Education, Rockville, Maryland.
- WALSH, KATHLEEN. Teacher, 425 North Belmont Street, Wichita, Kansas.
- WALTERS, MARGUERITE J. Field Representative, New York State Teachers Association, 152 Washington Avenue, Albany 10, New York.
- WASHINGTON, MAGGIE. Teacher, 3217 Toledano Street, New Orleans, Louisiana.
- WATSON, MRS. CARROLL. President, Arkansas Congress of Parents and Teachers, Osceola, Arkansas.
- WEAVER, JANICE. Teacher, P. O. Box 594, Buhl, Alabama.
- WEBER, HAROLD W. Principal, Senior High School, Clinton, Iowa.
- WEEKS, ZORAIDA E. Director of Professional Services, New York State Teachers Association, 152 Washington Avenue, Albany 10, New York.
- WEISS, EDNA M. Teacher, 740 Orlando Avenue, Akron 20, Ohio.

- WEISS, LISTER O. Teacher, 740 Orlando Avenue, Akron 20, Ohio.
- WELLINGTON, C. BURLEIGH. Teacher, Tufts University, Medford, Massachusetts.
- WENIGER, CHARLES E. Dean, Seventh-Day Adventist Theological Seminary, 6830 Laurel Avenue, N. W., Washington 12, D. C.
- WENTLER, RUTH. Elementary Principal, 641 Nebraska Avenue, Kansas City, Kansas.
- WESTWICK, JO ANN. Student, Mason City Junior College, Mason City, Iowa.
- WEYANT, ROSALIND. Student, University of Nevada, Reno, Nevada.
- WHARTON, MILDRED. Secondary Vice Principal, 6807 N. E. Broadway, Portland, Oregon.
- WHELAN, JAMES F. Dean, School of Education, Loyola University, New Orleans, Louisiana.
- WHITE, ARTHUR L. County Superintendent of Schools, Cambridge, Illinois.
- WHITE, J. B. Dean, College of Education, University of Florida, Gainesville, Florida.
- WHITE, MARY G. M. Teacher, P. O. Box 417, Colfax, Louisiana.
- WHITEHEAD, JAMES. Principal, Bonner Springs High School, Bonner Springs, Kansas.
- WHITEHEAD, MATTHEW J. Dean of the Graduate Division, District of Columbia Teachers College, 11th and Harvard Streets, N. W., Washington 9, D. C.
- WHITEHEAD, W. M. Superintendent, Virginia State School, Hampton, Virginia.
- WHITELAW, JOHN B. Chief for Teacher Education, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.
- WIATROWSKI, HENRY A. Teacher, 16 Leonard Street, Springfield 4, Massachusetts.
- WILEY, HAROLD T. Teacher, State University Teachers College, Watertown, New York.
- WILHELM, MARJORIE. Teacher, 1320 South Oak Street, Casper, Wyoming.
- WILKERSON, A. RAY. Principal, Rose Hill School, Lawbson Lane, New Castle, Delaware.
- WILKERSON, WOODROW W. Supervisor of Secondary Education, State Board of Education, State Office Building No. 5, Richmond 16, Virginia.
- WILLIAMS, C. O. Dean of Admissions, Pennsylvania State University, University Park, Pennsylvania.
- WILLIAMS, LLOYD M. Teacher, P. O. Box 501, Elma, Washington.
- WILLIAMS, MALCOLM D. Chairman, School of Education, Tennessee A. & I. State University, Nashville, Tennessee.
- WILLIAMS, NANNIE MAE. Supervisor of Teacher Education, State Board of Education, Richmond 16, Virginia.
- WILLIAMS, PERCY. Teacher, Box 53, Stokes Street, Havre de Grace, Maryland.
- WILLIS, CHARLES W. Superintendent, Harford County Schools, Bel Air, Maryland.
- WILSON, RALPH. Elementary Supervisor, Leavenworth Public Schools, Leavenworth, Kansas.
- WIMBUSH, TRUDELLE W. Head, Department of Teacher Education, South Carolina State College, Orangeburg, South Carolina.
- WINCHELL, KARL F. Executive Secretary, Wyoming Education Association, School Administration Building, Cheyenne, Wyoming.
- WOESTEHOF, ARNOLD. Director, Bureau of Recommendations, College of Education, University of Minnesota, Minneapolis 14, Minnesota.
- WOLF, BARBARA. Assistant Superintendent of Schools, Board of Education Building, Hackensack, New Jersey.
- WOLFE, LENA M. Principal, Swanson Junior High School, 5800 Washington Boulevard, Arlington, Virginia.
- WOOD, ELEANOR C. Teacher, 2008 North Broom Street, Wilmington, Delaware.
- WOODARD, C. T. Dean, College of Education, Louisiana Polytechnic Institute, Ruston, Louisiana.
- WOOLEY, J. B. Dean, College of Education, Southeastern Louisiana College, Hammond, Louisiana.
- WREN, LILLIAN. Teacher, 307 East 54th Street, Savannah, Georgia.

- WUERKER, JOAN. Student, Rhode Island College of Education, Providence, Rhode Island.
- YANK, ELIZABETH A. Teacher, 429 - 7th Street, Marysville, California.
- YEAMANS, CHARLES. Student, Men's Dormitory, 102B, New Jersey State Teachers College, Upper Montclair, New Jersey.
- YEOMAN, C. A. Teacher, Ouachita College, Arkadelphia, Arkansas.
- YERIAN, THEODORA. Teacher, Oregon State College, Corvallis, Oregon.
- YORK, HELEN. Student, Indiana Central College, Indianapolis, Indiana.
- YOUNG, BILBO. Supervisor, Teacher Education, Certification, and Placement, State Department of Education, Woolfolk Building, Jackson, Mississippi.
- YOUNG, MRS. JACK. Student, Marshall College, Huntington, West Virginia.
- ZIEGLE, WILLIAM H. Director of Placement, Eastern Illinois University, Charleston, Illinois.
- ZELLMER, A. W. Student NEA-FTA Consultant, Wisconsin Education Association, 404 Insurance Building, Madison 3, Wisconsin.
- ZIMMERMAN, SARAH. Teacher, 61 Rodmor Road, Havertown, Pennsylvania.
- .

